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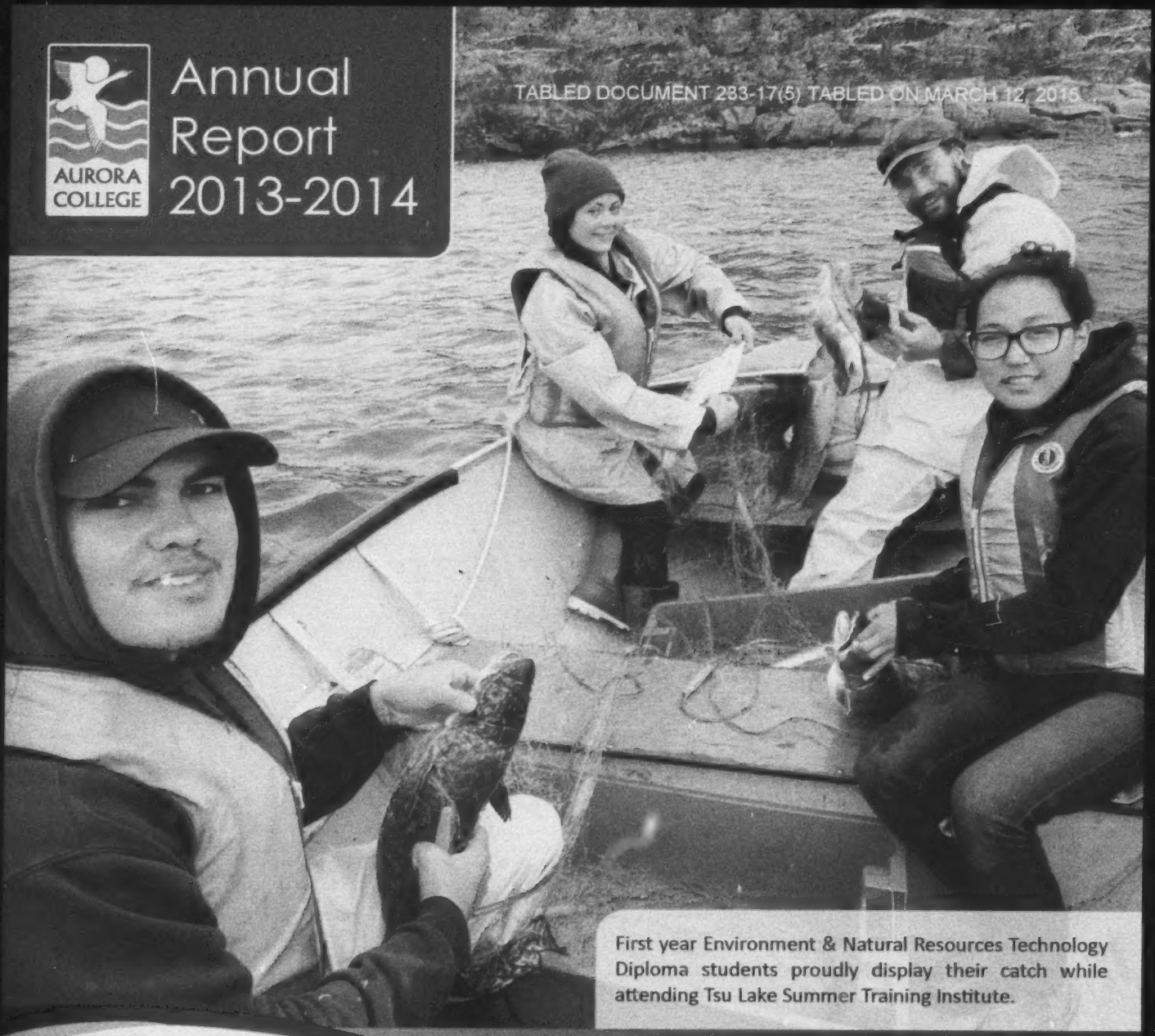
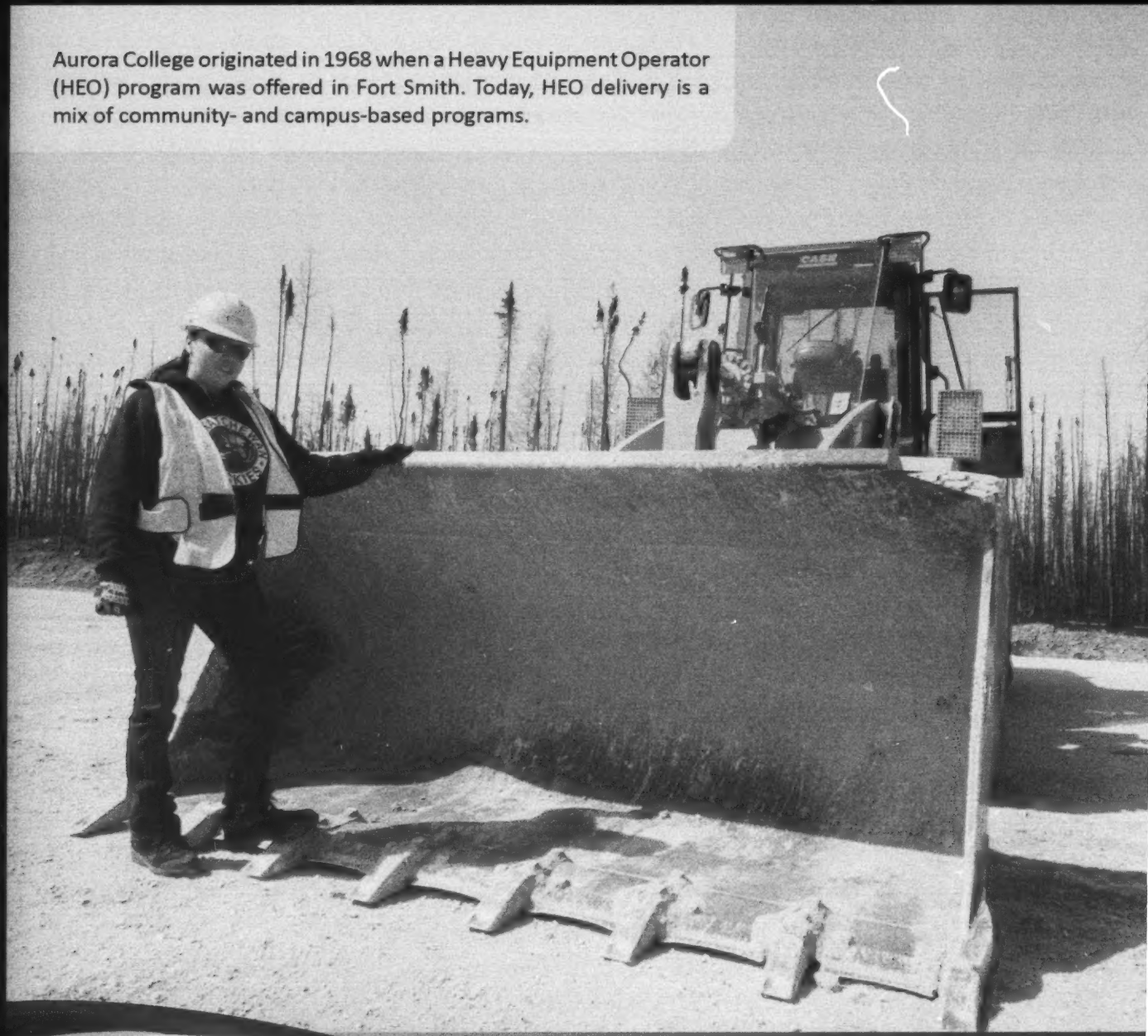
AURORA COLLEGE

Annual Report 2013-2014



First year Environment & Natural Resources Technology Diploma students proudly display their catch while attending Tsu Lake Summer Training Institute.

Aurora College originated in 1968 when a Heavy Equipment Operator (HEO) program was offered in Fort Smith. Today, HEO delivery is a mix of community- and campus-based programs.



Mandate and Purpose

(Aurora College Act R.S. N.W. T. 1988, cA-7, s3)
The purpose of Aurora College is to deliver adult and post-secondary education, including the delivery of university-level programs and granting of prescribed university degrees and applied bachelor degrees.

Mission Statement

Aurora College is focused on Student Success and is committed to supporting the development of our Northern society through excellence in education, training and research that is culturally sensitive and responsive to the people we serve.

Our Values

Together, we are creating a vibrant, Northern college that is committed to excellence in education and research and fosters understanding and respect among all Northern people.

We will continue to do this by:

- Serving students in the best way possible, offering a seamless transition between high school, work, college and university;
- Nurturing critical thinking skills and problem-solving abilities;
- Offering a full spectrum of post-secondary education, qualifying Northerners to work or to go on to further education anywhere in Canada;
- Respecting and celebrating Aboriginal cultures and linking modern and traditional lifestyles;
- Supporting innovation in education and research;
- Ensuring research and post-secondary education are well integrated, through strong partnerships with industry, communities, governments and other educational institutions;
- Recognizing our role in supporting the governance and economic development of Northern communities;
- Attracting and retaining highly qualified Northern staff and faculty; and
- Fostering an environment of excellence in which staff, faculty and students can work and learn.

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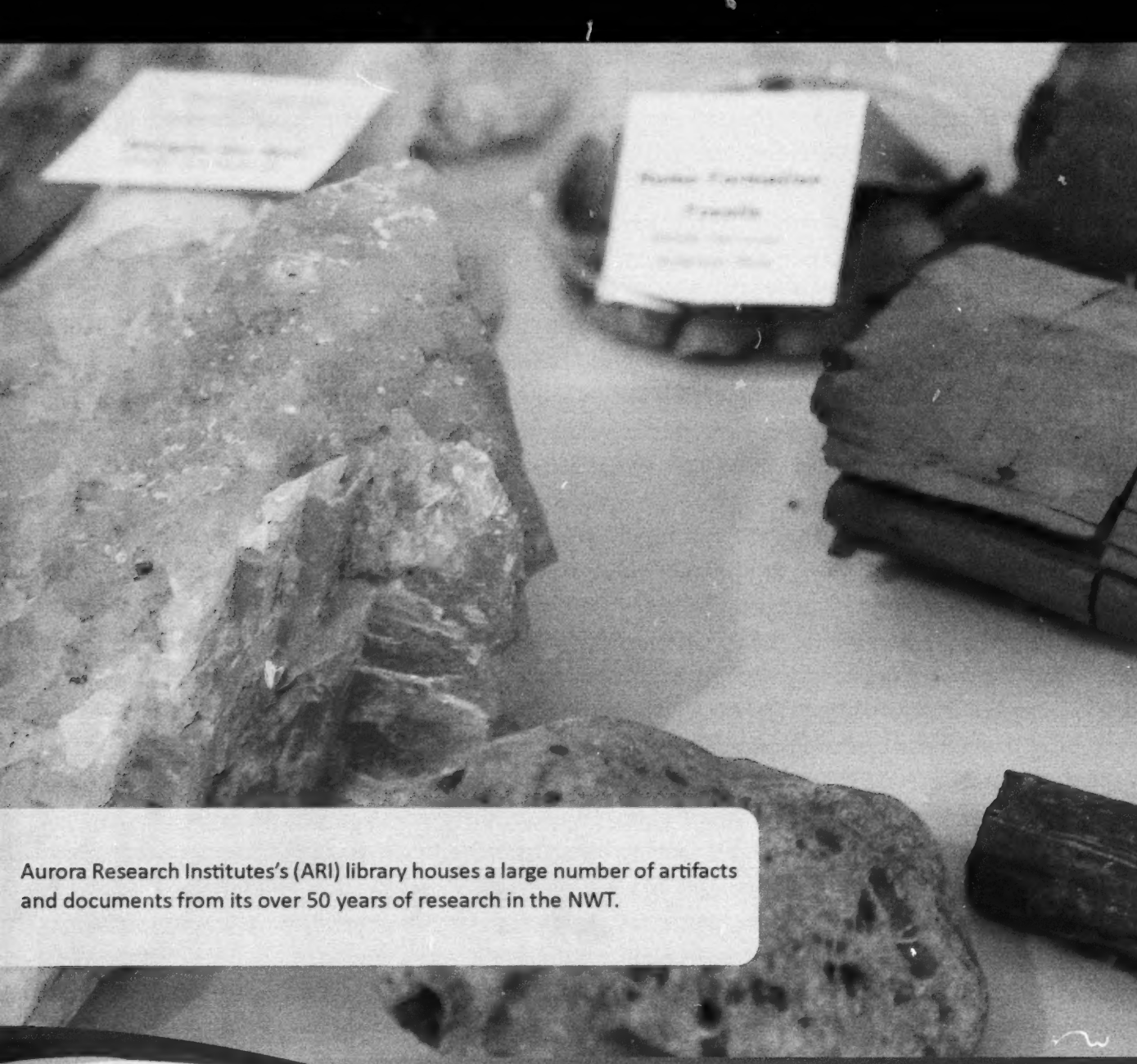
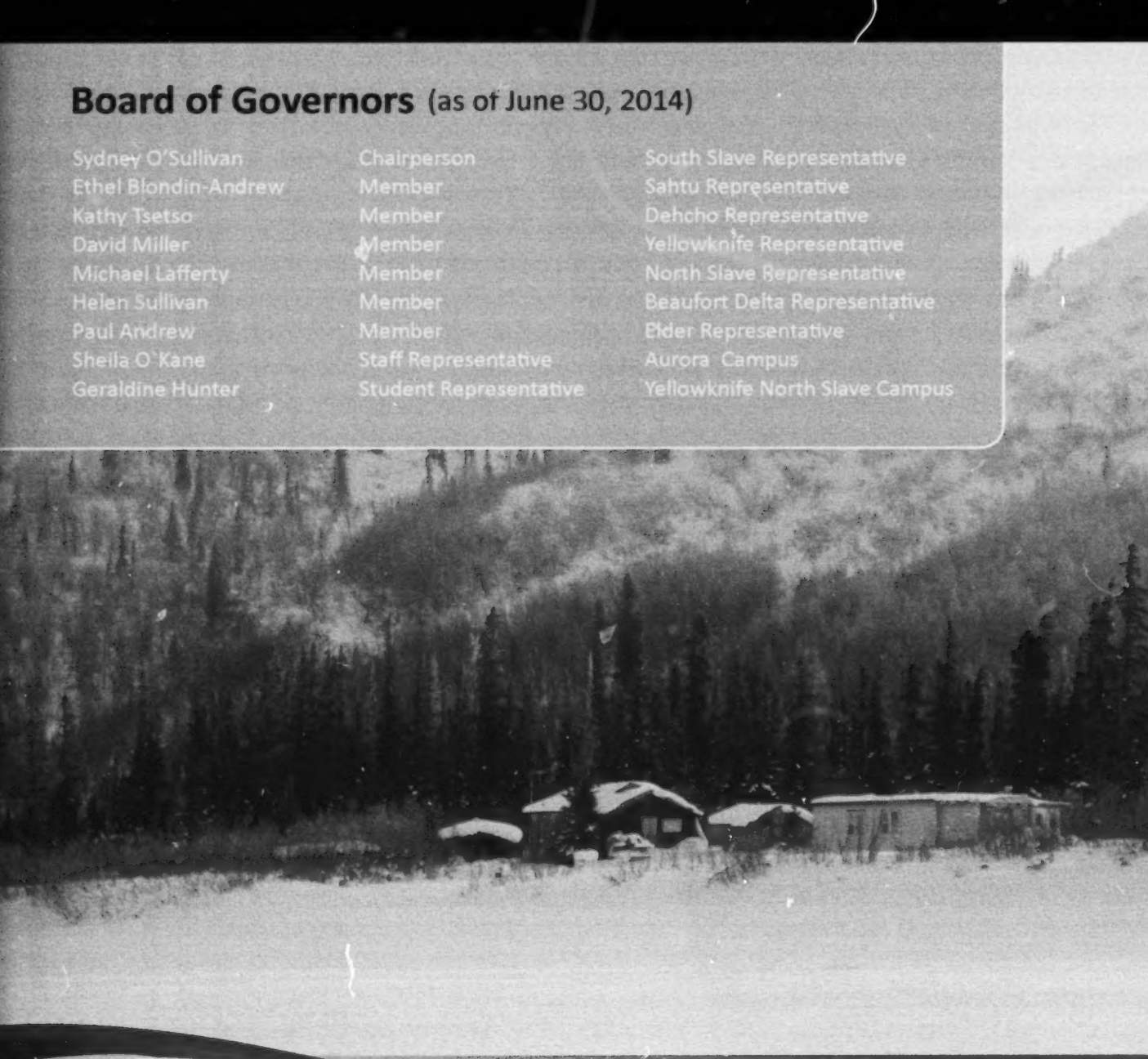


Aurora Research Institutes's (ARI) library houses a large number of artifacts and documents from its over 50 years of research in the NWT.

Petrified Wood
Bone Tools
Loaned by David Ru
Paulatuk, NT Sept.

Board of Governors (as of June 30, 2014)

Sydney O'Sullivan	Chairperson	South Slave Representative
Ethel Blondin-Andrew	Member	Sahtu Representative
Kathy Tsetso	Member	Dehcho Representative
David Miller	Member	Yellowknife Representative
Michael Lafferty	Member	North Slave Representative
Helen Sullivan	Member	Beaufort Delta Representative
Paul Andrew	Member	Elder Representative
Sheila O'Kane	Staff Representative	Aurora Campus
Geraldine Hunter	Student Representative	Yellowknife North Slave Campus



Aurora College Board of Governor's Message

Sydney O'Sullivan
Chair, Aurora College
Board of Governors

Reflecting upon the events, highlights and challenges of the previous academic year, I am reminded of the significant impact Aurora College has on so many aspects of life in the Northwest Territories, and how integrated this institution is into the lives of Northerners. We have built and maintained a presence in nearly every one of the NWT's 33 communities; our graduates are employed in a variety of professions and vocations here and across the country – many are leaders in government, business, and their communities; and our learners are daily taking strides towards creating a better future for themselves, their families and their communities.

Along with that success and reach comes great responsibility. As the college of the Northwest Territories, we must be responsive to the needs of our people and our territory and must constantly strive to ensure we are delivering the best educational opportunities possible while integrating the values and customs specific to our regions.

Throughout these pages you will see many instances where we are doing exactly that. These are only a few examples of the many projects, activities and enhancements that are continually being made in various divisions and programs of Aurora College. I am proud to be a part of this organization and of the role the Board of Governors has in setting the strategic directions and goals that will guide us into the future.

Message from the President

In gathering information for this annual report, I was pleased that the list of successes and highlights far outweighed that of the challenges. Reviewing the achievements of our learners and staff fills me with pride and reminds me of the dedication, professionalism and heart that are displayed every day at each of our Campuses and Community Learning Centres. As a small college, we develop close personal relationships with both our learners and our colleagues, sharing their trials and their triumphs. To me, every completion ceremony, convocation, awards presentation and campus event is a family affair. I'm not embarrassed to say I get teary-eyed when I listen to stories about the hardships and obstacles so many of our learners have had to overcome to reach their current level of success.

At the all-staff in-services held in August, our key presenter, Dr. Suzanne Stewart, herself a Yellowknives Dene, spoke to Intergenerational Trauma caused by residential schools, and the effects on an individual's ability to successfully participate in education and training. Her presentation resonated with many of us. Dr. Stewart was contracted to review our curriculum to recommend ways to indigenize the content, and we also asked her to create a video about Intergenerational Trauma that could be used as an instructional tool for educators.

Dr. Stewart's message was a reminder that while there is much we do well at Aurora College, it is important we continually strive to increase our understanding of our learners and to improve their educational experience with us. In order to do that, we recently have undertaken several reviews of various areas of our operations. The assessment of Aurora College commissioned by Education, Culture and Employment in 2013 was completed and shared with Aurora College in the spring of 2014. When it was released, the Board of Governors and the Administration had already put into action many of the key recommendations and were in the process of implementing a number of others. One recommendation was that an outside consultant should be engaged to review the Student Services Division, to advise on steps necessary to help the division serve the needs of our learners. The results of the Student Services Review had not been received by the College by June 30, 2014.

Jane Arychuk,
Aurora College President

A major multi-year analysis and review were completed on the Access Programs delivered by the School of Developmental Studies. Data collected for that report will not only be essential in updating our Access programs, but will also be used to inform planning and strategic decisions for other areas of training. The Board of Governors approved a review of the Business Administration and Office Administration programs. The purpose is to ensure the curriculum and its content provide the skills and knowledge required by both our students and their future employers as they enter the NWT workforce.

So after we take the time to celebrate the achievements, successes and special moments with our family of learners and colleagues, we need to continue to regularly take a hard look at all of our actions, our practices, policies and our procedures, and ask ourselves if there is any way we can further improve Aurora College for their benefit.

Highlights 2013-2014

There was much cause for celebration at Aurora College in 2013-14, including staff members and students receiving prestigious awards, academic excellence recognized for several students, and exciting research taking place through the Aurora Research Institute.

Northern Adult Basic Education (NABE) Symposium

The first-ever Northern Adult Basic Education (NABE) Symposium was held in Whitehorse, Yukon in late April, attracting more than 250 delegates, speakers and facilitators from across the three northern territories. The symposium for ABE practitioners was attended by 66 Aurora College staff and instructors. Delegates and speakers from the three northern territorial colleges presented NABE projects, curriculum and findings. Participants shared new and innovative ideas, research and best practices. The importance of Traditional Knowledge, languages and culture to adult learner success was a key theme in many presentations. Highlighted at the symposium were learner success videos. Post-event evaluations indicated that 78 percent of attendees believed the symposium would make a difference to them and their work.

First Video-conferenced course at Aurora College

Second-year students in Inuvik and Yellowknife participated in Aurora College's first video-conferenced course, in partnership with the Business Development Investment Corporation (BDIC) and the Town of Inuvik. Lessons learned and feedback from students and instructors will be incorporated into future video-conferenced courses.

Adult Recognition Model implemented

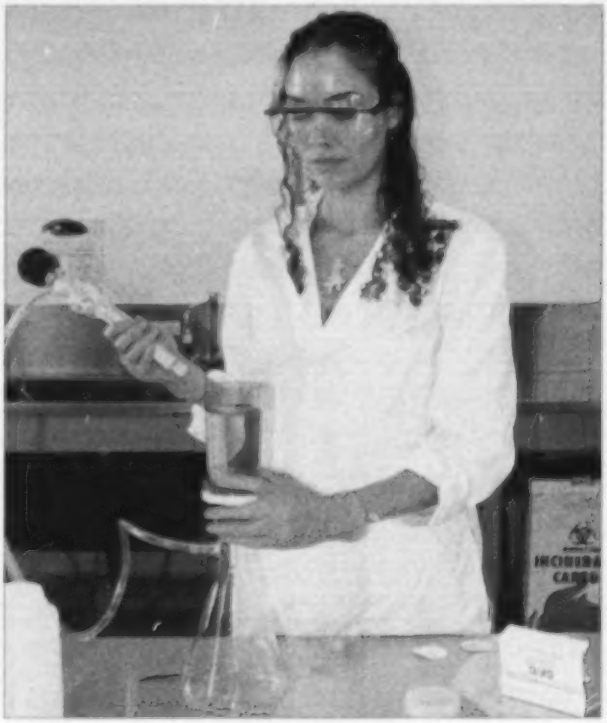
Aurora College and Education, Culture and Employment (ECE) celebrated two of the first Northern adult learners to receive their NWT Senior Secondary School Diploma through the Adult Recognition Model (ARM). ARM is a process that allows adult learners to receive high school credits for learning that occurred either inside or outside of a classroom. Aurora College is offering a new course, Prior Learning Assessment and Recognition (PLAR) Portfolio Development, that helps learners assemble the proof needed to submit a portfolio for review. If the review by ECE is successful, learners will receive high school credits. The ARM process is open to Aurora College Adult Literacy and Basic Education (ALBE) learners at Thebacha and Yellowknife North Slave Campuses.

NSERC and SSHRC approvals

Aurora College has been approved by the Natural Sciences and Engineering Research Council of Canada (NSERC) and Social Sciences and Humanities Research Council (SSHRC) to manage federal research funds available through both research councils. Institutional eligibility comes with a heightened requirement for strict adherence to newly revised Aurora College research policies. A new ethics committee, as well as professional development on ethics and human ethics review were required for all committee members and Aurora College staff who are interested in research. Eligibility for NSERC and SSHRC provides the opportunity to develop and expand the Adjunct Faculty Program. This will allow Aurora College to pursue relevant researchers who can contribute to the research mandate of Aurora College and the GNWT. Achieving eligibility required many Aurora College policies to be reviewed and updated, as well as the implementation some new policies. The process took nearly four years to complete.

50 years of research in Inuvik

The Inuvik Research Laboratory opened its doors for business early in 1964, and has helped shape and coordinate regional research to this day. The research centre was merged with Aurora College in 1995, and renamed Aurora Research Institute. A number of events marking the 50-year milestone are planned for late 2014.



Practice North Career Conference

The School of Health and Human Services coordinated and held the first Practice North Career Conference for Aurora College students enrolled in health and social services related programs. The highly successful conference brought together students and a number of potential employers, including regional health authorities, not-for-profit organizations and government departments.

Highlights 2013-2014

Alumni Recognition

In order to highlight the significant role Aurora College graduates have played in the NWT, an Alumni Recognition program was implemented in 2013-14. Placards reading "Aurora College graduate works here" are being distributed to former students who have completed certificate, diploma and degree programs, as well as apprentices who complete the highest level of course that Aurora College offers. Two Alumni events were held in February, the first to honour graduates of the Environment and Natural Resources Technology Diploma program, the second for recipients of degrees, diplomas and certificates from the School of Education. Environment and Natural Resources Deputy Minister Ernie Campbell was presented with a framed placard as the first person to be so recognized. The second event was held at Moose Kerr School in Aklavik, where the Beaufort Delta Divisional Education Council superintendent, Moose Kerr principal and several teachers are all Aurora College graduates.

Prime Minister at Hay River CLC

Early in the academic year, Prime Minister Stephen Harper visited the Hay River Community Learning Centre prior to making an announcement about funding for Mine Training programs. The PM and members of his entourage met with former Mineral Processing Operator Training student Stacie McSwain, who demonstrated how to use a piece of equipment that she had learned to work on during her training program. After that meeting, the group toured the CLC and the prime minister posed for pictures with the adult educators from Akaitcho, Dehcho and South Slave regions, who had been meeting at the CLC.

Traditional Knowledge and Culture

One of the qualities that makes Aurora College unique is the degree to which Traditional Knowledge and Aboriginal languages and culture are integrated into both the programs and the fabric of our organization. Most certificate, diploma and degree programs include a mandatory culture camp, Elders are guest instructors or speakers in many classrooms, and information about Northern Aboriginal peoples and their worldview is integrated into many programs. Classes in Traditional arts, skills and languages are offered in several locations, and Aboriginal beliefs and traditions are incorporated into most special events held at the campuses.

Challenges

Student Record System

The Student Record System (SRS) remains a challenge and frustration for many divisions of Aurora College. It cannot produce the data or metrics required to create necessary reports. Information is not easily accessible, so what should be simple tasks become complicated and labour intensive. Inadequacies with the SRS lead to delays in processing, inputting and extracting information, as well as questions about the accuracy of data in some instances. As well, inefficiencies with the SRS make it difficult to meet reporting obligations of funding partners, such as CanNor. Although a committee had worked to review the College's needs and make a request for funding a replacement system, the request has so far been denied by the GNWT.

Inadequate Facilities – Yellowknife North Slave Campus

2013-14 saw renewed appeals for a stand-alone campus for Aurora College in Yellowknife by students, MLAs, local politicians and members of the public. While Thebacha Campus in Fort Smith and Aurora Campus in Inuvik have dedicated facilities built specifically to house College programs and administration, Yellowknife North Slave Campus operates out of a downtown converted office building. Space is limited for both classrooms and offices, and there is no room for expansion or storage. Despite interest by administration, students, community members and elected officials in developing or adding new program offerings, the lack of space precludes that from happening. In addition, the limited availability of housing and parking are a constant source of frustration for students.

Labour Market Agreement Changes

Replacement of the Labour Market Agreement with the Canada-Northwest Territories Job Fund is redirecting where and on whom these funds can be spent. Historically, the majority of the

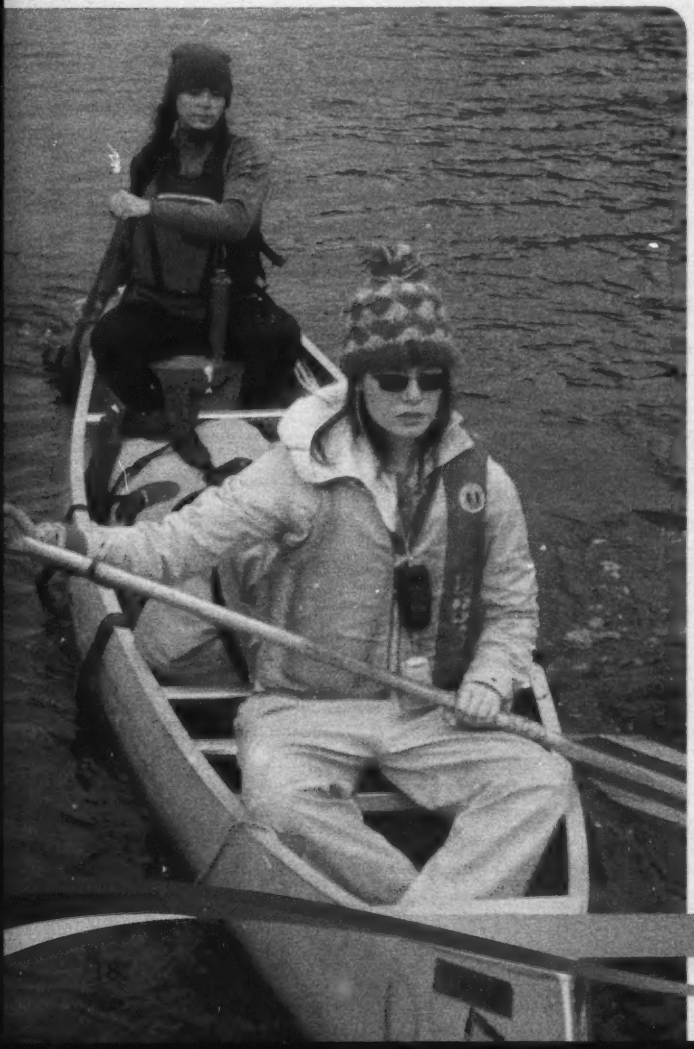
employment-related and skills-based training programs in NWT targeted unemployed people. The new Job Fund will re-direct a significant amount of previously available funds to individuals who are currently employed. This shift of focus will create challenges for both Aurora College and our partners in addressing the training needs in this territory.

NABE Funding

The Northern Adult Basic Education (NABE) funding through CanNor has been instrumental in Aurora College's ability to expand and enhance delivery of ALBE and skill-based training throughout the territory. However, the funding is only in place for five years, and declines significantly in the final year of the contract. The agreement expires March 31, 2016. Our challenge is to find ways to integrate the successes and best practices that have been achieved through NABE into our long-term planning, without the NABE funding.

Education and Training Division

School of Arts & Science



2013-2014 Highlights

Community-Based Training

An intensive on-the-land Environmental Monitor Training program was successfully delivered in partnership with the Sahtu Renewable Resources Board and several other Sahtu government agencies. Participants in the 15-day Tets'ehxe course learned about the regulatory regime in the Sahtu region and the role of environmental monitoring and site assessment in supporting wide decision making. In addition to scientific skills, learners were mentored in Traditional Knowledge and skills by the camp Elder.

Environment and Natural Resources Technology

Aurora Campus in Inuvik offered the first year of Environment and Natural Resources diploma. Fort Smith's Thebacha Campus had strong enrolment in both diploma years and celebrated the largest ENRTP graduating class in several years.

Students at both campuses were involved in several field camps, designed to integrate scientific methodology with Traditional Knowledge and Traditional land skills. These camps were instructed by community Elders, regional experts and Aurora College staff. Partnerships with both industry and government continue to be strong and provide added value to academic programming through direct involvement in classroom activities and field work.

2013-2014 saw nine students successfully graduating from Thebacha Campus with ENRTP diplomas. Employability remains strong across the territory amongst ENRTP graduates, with all of the graduates finding work in the environmental sector. Enrolment and student retention continues to increase with nine students continuing into second year and another significant increase in the number of applications at Thebacha Campus for 2014-2015.

Aurora Campus

Students at Aurora Campus were involved in numerous experiential educational initiatives culminating with the participation in several field camps, designed to integrate scientific methodology with Traditional Knowledge and traditional land skills. In early September, first year students spent ten days in the Gwich'in Settlement Region travelling on and around Campbell Lake by canoe. The introductory field camp developed skills in limnology, ecology and geology with technical sampling techniques in shoreline and benthic ecosystems. Traditional land and water navigation skills instructed by community Elder teachings were integrated with canoe safety, area history, topographic map and GPS navigation techniques. The Aurora Research Institute was integral in the field camp success with their environmental technicians and staff training the students in field water chemistry analysis and local faunal species identification.

In March, students completed a Western Arctic Field Camp on Pedersen Channel in the Mackenzie Delta, where Inuvialuit Elders and Traditional trappers James and Freddie Rogers taught best practices in the harvesting of furbearers and in animal health assessment techniques. Students developed expertise in trail and landmark navigation, shelter building and winter survival techniques, in addition to techniques for muskrat trapping, cleaning, skinning, stretching, and drying along with snare building, and repairing various trap sets.

Thebacha Campus

Both fall and winter field camps continue to be a highlight, as students develop skills in ecology, fisheries, geology, limnology, and water sampling, in combination with safety skills and map and GPS navigation techniques. During winter camp, second year students worked closely with caribou and Department of Environment and Natural Resources (ENR) staff near the barren-lands east of Fort Smith. At Tsu Lake in August, local Elder Jane Dragon spent several evenings working with staff and students, while University of Saskatchewan researchers instructed students on fish biology and sampling techniques. Environment & Natural Resources, Parks Canada and private sector employers such as the diamond mines continue to be active supporters the program.

ENRTP students try their expertise in skinning a muskrat under the guidance of Wildlife Monitor and trapper Freddie Rogers.

School of Business & Leadership

The School of Business and Leadership offers the Business Administration Program, the Office Administration Program and the Northern Leadership Development Program (NLDP).

Graduates of the Business Administration (BA) and Office Administration (OA) programs are highly sought after as employees by Aboriginal Governments, the GNWT, the Government of Canada, businesses (large and small), and non-profit organizations. NLDP provides leadership training for employees of industry-related NWT organizations.

In order to ensure that Aurora College graduates continue to receive the most current business and administrative education, reviews of both the Business Administration and Office Administration programs were initiated in 2013-14. A consultant was hired to assist in the review of the BA program. Students, alumni, staff and employers were surveyed to discover opportunities for growth and change to best meet the needs of this program. Preliminary results were available prior to the end of the academic year, which allowed instructors and leadership to review, discuss and formulate ideas for the future of the program. Recommendations stemming from the review will be acted upon beginning in 2014-15. A consultant will be hired in 2014-15 to assist in the review of the OA program.

More than half of the 2013-2014 Aurora College graduates were enrolled in Business or Office Administration. The following parchments were conferred: Nine Business Administration Certificates, 18 Business Administration Diplomas, four Office Administration Certificates and 11 Office Administration Diplomas.

Faculty members of the School continue to be involved in professional development initiatives and conferences in order to maintain and increase their academic and professional credentials. This enables them to stay current in their fields of study and in educational practices, so that they can develop relevant curriculum and present stimulating learning experiences to their students. The instructors in the School continue to integrate appropriate technology into their course delivery to support student success. In addition, instructors made use of experts from within NWT communities to share their expertise, knowledge and wisdom.

Business Administration

The Business Administration program continues to attract students who are interested in pursuing business careers. All three campuses offered the the program in 2013-2014.

Each campus hosted students from a mix of communities and backgrounds; graduates hailed from Behchoko, Fort McPherson, Fort Providence, Fort Smith, Hay River, Inuvik, Tuktoyaktuk, Tulita, Yellowknife, Fort Chipewyan, AB, and Quebec. In addition, the program attracted a number of students who were originally from other countries, including Cameroon, China, Philippines, Romania and Jamaica.

Second-year students in Inuvik and Yellowknife participated in Aurora College's first video-conferenced course, in partnership with the Business Development Investment Corporation (BDIC) and the Town of Inuvik. Lessons learned and feedback from students and instructors will be incorporated into future video-conferenced courses.

At Yellowknife North Slave Campus, the Business Administration Student Association raised funds to travel to a conference on Student Leadership at McMaster University. This is the sixth time the Business Administration students have self-funded attendance at such a conference.

Office Administration

In 2013-14, the first year of the program was offered at Thebacha Campus, while the second year was offered at Aurora Campus. Courses help students develop the skills that are required by employees to work in a variety of types of offices. First year courses emphasize the development of basic office and computer skills that will enhance the unique work environments of the north. Students then participate in a four-week practicum to gain practical experience. The second year emphasizes the more advanced skills required by administrative assistants and executive assistants.

Northern Leadership Development

The Northern Leadership Development Program (NLDP) is designed for employees in "front line" positions in industry-related organizations in the NWT. The NLDP is relevant to employees in supervisory or management roles, such as team leaders or supervisors. The program consists of eight 21-hour modules which include: Personal Development/Coach Mentoring, Communication Skills, Effective Personal Leadership, Effective Team Leadership, Managing in the Middle, Problem Solving and Decision Making, Culture and Diversity in the Workplace, and Conflict Resolution. The Northern Leadership Development Program was delivered for the first time in May 2011, with 23 participants from various industrial related positions in NWT organizations. Since then, another 35 participants have completed.

School of Education

Aurora College School of education includes the following programs: Bachelor of Education, Aboriginal Language and Cultural Instructor (ALCIP), Teacher Education Diploma, Certificate in Adult Education, and Early Childhood Development Certificate. Depending on community needs, some programs are offered part-time and/or through distance education. Currently, the Bachelor of Education is offered only at Thebacha Campus

Aboriginal Language and Cultural Instructor (ALCIP)

In 2013-14, two part-time ALCIP courses were delivered in conjunction with Divisional Education Councils and ECE for 20 students from across the territory. Courses were delivered in Norman Wells and N'dilo. As well, a number of community-based conversational Aboriginal language classes were held, which engaged and began to bring people together around language learning in their community. Language classes were held in Cree, Chipewyan, Tlicho, South Slavey, and Wiiliideh. The success of the ALCIP program is dependent on developing true community partnerships.

Adult Education

The Certificate in Adult Education is delivered part-time and provides skills and knowledge required to work with adult learners. The majority of classes are in the evening and are taught through teleconference with on-line computer support. There are no prerequisites to enter the program. Courses focus on the contemporary theories in education while striving to understand their applicability in the Northern context. Students in the program vary in age and careers, and hail from across the northern territories and southern Canada.

Early Childhood Development

This certificate program is offered on a part-time distance education basis and is delivered via teleconference as the majority of students work full-time in daycare, pre-school or Aboriginal Head Start programs. All the textbooks used are Canadian with Aboriginal content to deliver the play-based curriculum. During the 2013-2014 academic year, 68 students from 19 communities in the NWT and Nunavut successfully completed ECD courses. There were seven courses offered this year as well as workshops in the South Slave, Yellowknife and Beaufort Delta. Students take pride in the fact that they infuse culture-based activities daily into their work environment, involving family and community.

Bachelor of Education (Thebacha Campus)

This unique degree program continues to support the growth and development of educators for the NWT who have a strong grounding in the traditions and culture of the territory. The Bachelor of Education degree is offered in cooperation with the University of Saskatchewan and is recognized across the country. In 2013-14, students and instructors had the privilege to attend numerous educational workshops such as: *The Rubber Band Principle* with Patricia Morgan; *Stress Management* with Simone Goudreau; *Intergenerational Trauma in Education* with Dr. Suzanne Stewart, University of Toronto; *The Tomatosphere* with Dr. Mike Dixon, University of Guelph; *Sovereignty and Security in the Circumpolar World* with Professor Whitney Lackenbauer, University of Waterloo; *The Indigenous Symposium*, University of Calgary, with keynote speakers Dr. Allen Luke, Dr. Gregory Cajete, and Dr. Jean Phillip; the *Indigenizing Psychology Symposium* in Yellowknife, with keynote speakers Dr. Rod McCormick, Dr. Raven Sinclair and Dr. Suzanne Stewart; and *Digital Storytelling and SmartBoard Education* with Karla Holt. As well, Bachelor of Education instructors were actively involved in planning and delivering the NWT Youth Symposium held in Inuvik. The Bachelor of Education program held various Culture Camps, where community Elders and resource people shared skills such as fishing, snowmobiling, firearm safety, snaring rabbits, drying fish, learning about medicinal plants, participating in smudging ceremonies and sharing circles, and learning more about traditional northern cultures. This year, education students participated in a Fall Camp at Hay Camp in Wood Buffalo National Park with Elder Francois Paulette, and a Winter Camp at the Salt River Campground with Elder Archie Smith.

Teacher Education (Aurora Campus)

The Beaufort Delta Community Education Program completed its third and final year of delivery in 2013-14. All six participants were Northern Aboriginal students from the Beaufort Delta. Throughout the year, there were many opportunities to engage with regional educational leaders as well as participate in and present at the Gwich'in Youth Conference. Students attended presentations on topics such as curriculum benchmarks, English Language Arts initiatives, the importance of culture-based education, mathematics initiatives, new classroom technologies and music instruction. Their final eight-week full-time internships were completed during the winter term. In April, the program celebrated four students achieving their Teacher Education Diplomas.

School of Health & Human Services

The School of Health and Human Services currently includes the following programs: Bachelor of Science in Nursing, Nurse Practitioner (Master in Nursing – Primary Health Care Stream), Introduction to Advanced Practice, Personal Support Worker, Social Work, and Community Health Representative.

Bachelor of Science in Nursing

The Bachelor of Science in Nursing (BSN) program continued to incorporate Traditional Knowledge into the curriculum, with guest speakers and culture camps. Faculty completed a cultural competence review of the curriculum, utilizing competency documents from the Canadian Association of Schools of Nursing. Student projects in the community continue to showcase student leadership and community assessment. The new simulation lab in the Learning Resource Center will allow the BSN program to facilitate student learning using medium fidelity mannequins, and simulating real life situations. The program received a four-year approval from the Registered Nurses Association of the Northwest Territories and Nunavut and in March 2015 will host accreditors from the Canadian Association of Schools of Nursing along with its collaborative partners and the University of Victoria. Several faculty members presented at national conferences, showcasing teaching innovations and new research initiatives.

Introduction to Advanced Practice

The six-week Introduction to Advanced Practice for Registered Nurses working in isolated communities was offered once in the fall of 2013. Faculty continue developing a blended on-site and distance delivery format for the Introduction to Advanced Practice. This project was initiated in response to the need to make advanced nursing education accessible to more northern nurses. Funding for this program comes from the Department of Health and Social Services.

Master of Nursing – Nurse Practitioner Stream

There were three graduates in 2014, all of whom have found full-time employment as NPs. Funding for the MN Nurse Practitioner Aurora College/Dalhousie University program will be discontinued in June 2015.

Personal Support Worker

The Personal Support Worker certificate program continued to expand into new areas of practice in the past year. Students had an opportunity to practice on the Psychiatry and Pediatric Units at Stanton Hospital, in addition to the Extended Care Unit, Aven Manor, Territorial Dementia Cottages, and Yellowknife Home Care. This year, students received certification in Mental Health First Aid and attended

a Creating Safe Communities workshop, about prevention and detection of Elder abuse, delivered by the NWT Seniors' Society. In addition, they attended Elders in Motion with NWT Recreation and Parks, where they learned how to keep Elders active in their communities. The PSW class collaborated with first year Social Work students in a cultural day at B Dene camp in Dettah and participated in a Healing Pipe ceremony. Graduates continue to attain employment as Personal Support Workers soon after graduation as employment opportunities expand.

Social Work

This year the Social Work Diploma program saw a strong cohort of engaged, interconnected and energetic students enter the program. These students have shown a progressive understanding of social justice as a foundational principle of the social work profession and have already engaged in self-initiated advocacy efforts around their desire to see a four-year Bachelor of Social Work program offered at Aurora College. The curriculum continues to incorporate indigenous knowledge through guest speakers, on-the-land activities, and a week-long cultural camp. Additionally, the Social Work Program had the great honour of graduating another valedictorian at the Yellowknife North Slave Campus. Instructors in this program maintain an active interest in contributing to research in social sciences in the North and work continues on funded research in the area of Intimate Partner Violence. Training in Basic Mental Health First was offered to social work students; 11 students were granted certificates through the Mental Health Commission of Canada as certified Mental Health First Aiders.

Community Health Representative

The Community Health Representative Certificate program is designed to provide a sound basic knowledge in community health education, health promotion, injury prevention and community development. Graduates assess community health needs and client health education needs, as well as working to improve community health and well-being. Four certificates were presented in 2014 to students from Aklavik, Fort McPherson and Fort Providence. The program is offered in a modular format, offering three courses per year through funding from the Department of Health and Social Services.

School of Trades, Apprenticeship and Industrial Training

A variety of programs and courses are offered by the School of Trades, Apprenticeship and Industrial Training, many of which are delivered in conjunction with community and industry partners. Apprenticeship training at Aurora College includes Electrician, Heavy Equipment Technician, Plumber, Carpenter, Oil Heating System Technician (OBM) and Housing Maintainer. As and when required by partners, training such as Heavy Equipment Operator, Underground Miner, Camp Cook, Kitchen Helper, Building Trades Helper, Introductory Trades, Driller's Helper and others take place at campuses or in communities. The Observer Communicator Program is offered three times per year at Thebacha Campus. Trades Access and Trades Access II programs are run in conjunction with the School of Developmental Studies.

Aurora Campus

Aurora Campus works closely with community and regional partners and industry in the Sahtu and Beaufort Delta to determine and deliver community and regional-based industrial and trades-related training that best prepares residents for meaningful employment. A number of on-site and off-site programs were delivered. Trades Access II in Inuvik attracted 12 learners. All eight apprentices registered for the Housing Maintainer Level 3 course passed the Level 3 exam. In addition, the two community-based programs saw a 100 percent success rate: Introduction to Basic Carpentry in Aklavik saw eight participants complete and all six learners in the Abridged Heavy Equipment Operator program in Tsiigehtchic successfully finished and received their Class 3 with Air licences.

Yellowknife North Slave Campus

The bulk of industrial and trades training coordinated through the Yellowknife North Slave Campus in 2013-14 was focused on mining-related programs. Introduction to Underground Mining was delivered in six communities: Behchoko, Deline, Fort Providence, Fort Simpson, Hay River, and Inuvik, with 32 participants successfully completing. Two deliveries of the Underground Miner Training took place in Yellowknife. The programs saw an 80 percent success rate, with 20 students finishing. In partnership with the Mine Training Society and the Kitikmeot Inuit Association, a Small Engine Repair course was offered in Gjoa Haven, Nunavut.

Thebacha Campus

A total of 106 students attended apprenticeship programs at Thebacha Campus. All four levels of Carpentry were delivered to 38 apprentices; 38 apprentices attended three levels of Electrical; Years 1 & 2 of Heavy Equipment Technician attracted 19 apprentices; and 11 students took part in Pipes Trades apprenticeship programs (Housing Maintainer Year 2, Oil Heating System Technician). The Heavy Equipment Operator (HEO) program ran twice in Fort Smith, with 20 students; an abridged HEO program was delivered to students in Hay River, and Introduction to HEO courses were offered in Fort Resolution and Tsiigehtchic. The Observer Communicator program saw 12 students complete the requirements. Other programs offered included Building Trades Helper and Mineral Processing Operator Pre-Employment training.

Community and Extensions Division

Each year Aurora College delivers academic upgrading, access and community programs at three campuses and 23 Community Learning Centres (CLC) throughout the NWT. Aurora College works with local educators and/or itinerant instructors to provide adult upgrading or other skills-based programs. Community Adult Educators in the Beaufort Delta and Sahtu explored on-line technology to share math teaching strategies, and investigated the possibility of using this medium to offer higher level courses to students in CLCs.

Community Programming

Akaitcho and South Slave Regions

Foundational education and training opportunities – the two pillars upon which the CLCs operate, continue to grow and strengthen in the Akaitcho and South Slave regions as Aurora College benefits from both an improved organizational structure for community programs and flourishing regional partnerships. Numerous training programs were delivered in 2013-14 in addition to the core ALBE. Academic upgrading – from literacy development to Grade 12 level on-line courses – was offered in all seven South Slave and Akaitcho communities, including the hamlet of Enterprise, which had a late spring evening computer class. In order to meet the needs of the broader communities, adult educators offered or facilitated extra programming in each community, such as the delivery of Chipewyan hymn singing course in Dettah, a proposal writing workshop in Fort Resolution, and a South Slavey language class in Hay River. Strong regional partnerships provided plentiful training opportunities throughout the region. Additional funds in excess of half a million dollars was brought into the region, resulting in such programs as: Camp Cook in Lutsel K'e, Introduction to Heavy Equipment Operator (HEO) in Fort Resolution, Building Trades Helper in Hay River and Abridged HEO in Hay River. The certificate level of Office Administration was offered in Hay River; five learners successfully completed. Working with partners and coordinating with Continuing Education at Thebacha Campus, several short term employment readiness courses such as Bookkeeping, First Aid, Safety Training, and a new Forestry Worker Assistant program (to support the emergence of a forestry sector in the South Slave) were delivered.

Beaufort-Delta Region

The theme for 2013-14 in the Beaufort Delta Region was Essential Skills. Five communities – Fort McPherson, Tsiigehtchic, Aklavik,

Tuktoyaktuk and Ulukhaktok – completed NABE-funded pilot courses in either Introduction to Office Skills, Start Your Own Micro-Business, or both. A number of students obtained employment on completion of the Office Skills program. All five learning centres offered WHMIS certification, and Ulukhaktok, Tuktoyaktuk and Aklavik also offered CPR/First Aid. Tuktoyaktuk and Tsiigehtchic ran successful Class 7 Driver Training programs; Tuktoyaktuk offered the course several times. In partnership with ASETS, Aklavik ran a Building Trades Helper Program and Tsiigehtchic offered Introduction to Heavy Equipment Operator training. Aklavik offered three courses towards the Traditional Arts Certificate (Small Crafts, Marketing, Aboriginal Art History). The last three courses in Aboriginal Art History, were funded by the Aklavik Education Authority. There were strong completion result in Adult Literacy and Basic Education (ALBE), with several communities offering math 140 (10-2) supported by weekly lessons taught by teleconference by a math specialist. The partnership between Moose Kerr School and the Community Learning Centre in Aklavik was in full flight. A group of high school students joined classes at the college and four CLC students worked on credits for their NWT Senior Secondary School Diploma. Two adult high school graduates received their diplomas, a testament not only to the hard work of the students, but also to the dedicated adult educators who worked tirelessly to see them walk down the aisle with the graduating class of 2014.

Dehcho Region

A wide range of programs, including ALBE, on-line high school courses and skills-based training was available through CLCs in Fort Liard, Fort Providence and Fort Simpson, as well as in the communities of Jean Marie River, Kakisa, Nahanni Butte, Trout Lake and Wrigley. The new Introduction to Office Skills program, developed by NWT Literacy Council and funded by NABE, was piloted in both Fort Providence and Fort Simpson. In partnership with the Mine Training Society and with ASETS, the following skill-based courses were delivered: Introduction to Underground Mining in Fort Providence and Fort Simpson; Building Trades Helper in Fort Providence, and Emergency Medical Responder in Fort Simpson. Additional partnerships allowed the delivery of such programs as: Standard First Aid and Class 7 Driver Training in Fort Liard; and Advanced Food Safe, Standard First Aid, Introduction to Excel, Introduction

to Simply Accounting, Introduction to Bookkeeping, Literacy-Life Skills, and Never Board Game Club in Fort Simpson. During the summer in 2013, courses were brought to the Dehcho communities without CLCs. These courses included Basic Computer Literacy, Household Budgeting and Class 7 Driver Training. The Dehcho Regional Training Committee has been consulting with Jean Marie River, Kakisa, Nahanni Butte, Trout Lake and Wrigley about program delivery in the next academic year.

In partnership with the Mine Training Society and ASETS, two skill based training programs were delivered, including Building Trades Helper, and Introduction to Underground Mining. The Introduction to Office Skills program was also piloted in Fort Providence.

Sahtu Region

The new Financial Literacy Modules complemented the delivery of ALBE courses in all the Sahtu communities this year. Partnerships with NABE, ASETS, NWT Arts, Sahtu Renewable Resources Board, ITI and ECE allowed Community Adult Educators to examine and deliver a variety of courses throughout the Sahtu. A pilot project with on-line delivery of safety courses (including WHMIS, TDG, H2S Aware, Food Safe and Class 7 Driver Training) was offered in all Sahtu Communities. In collaboration with the Sahtu Renewable Resource Board, ASETS, ITI and ECE, a regional Environmental Monitoring Training program was offered at Drum Lake in the Tulita district. Introduction to Underground Mining and Introduction Office Skills were offered in Deline. Fort Good Hope produced some fine traditional sewing projects, including canvas pack sacks and wrap-arounds, through

a contribution agreement with NWT Arts. Sponsorship from ITI made delivery of the SAGE Level 1 Accounting in Norman Wells possible.

A joint effort has laid the groundwork between Aurora College and the Sahtu Health and Social Services Authority (SHSSA) to offer Pre-Personal Support Worker courses in the communities. These will be offered in 2014-15 to prepare potential students for the 2015-16 delivery in Inuvik of the Personal Support Worker Certificate program. Courses include: Medical Terminology, First Aid-CPR, Customer Service, Basic Computer Skills, WHMIS and Food Safe. The plan is graduate Sahtu residents from the PWS program to coincide with the opening of the new long-term care facility being built in Norman Wells.

Tlicho and Yellowknife Regions

2013-14 proved to be another busy year, providing programming far beyond ALBE. Two new essential skills programs developed by NWT Literacy Council – Introduction to Office Skills and Financial Literacy – were piloted in Whati and Wekweeti. Whati CLC also offered Introduction to Computers, First Aid/CPR, two sessions of Class 7 Driver Training, and an Aboriginal Language Keyboarding workshop. In Behchoko, partnerships with the Tlicho government, Human Resource and Skills Development Canada (HRSDC) and the Mine Training Society resulted allowed the CLC to deliver Introduction to Underground Mining, Introduction to Carpentry, and Building Trades Helper programs. In addition, First Aid/CPR, WHMIS and Ready to Work North courses took place in Behchoko. The Whati CLC provided support to community students enrolled in the Early Childhood Development Certificate program. The students completed three courses this year.

The Yellowknife Literacy Outreach program, which is supported by a contribution agreement with ECE, continues to expand and thrive. Numbers have increased in the campus morning program, an inclusive program with students from the community and from Yellowknife Association for Community Living. Ongoing partnerships with Aven Manor, Baker Centre, YWCA and Salvation Army have provided support with program development and delivery, resulting in an expansion of outreach services. Continued funding from Dominion Diamond and NWT Literacy Council has supported enhanced program delivery. Language Instruction for Newcomers to Canada (LINC) and Immigrant Integration Services have reached capacity; discussions are being held to ensure these programs can be expanded to meet current needs.

Continuing Education

Each campus bases Continuing Education courses on community need and interest. They include general interest, non-credit employment and after-hours credit courses.

Aurora Campus

Offerings through Aurora Campus include Wilderness First Aid (for Parks Canada and the Yukon government), customer service in Norman Wells, Beading in Inuvik and numerous other general interest classes. The Aurora Campus Continuing Education division will continue to support the Beaufort Delta region through three key pillars. These pillars are Community, Partners and Creativity. Community includes providing outstanding training which creates skilled workers, hiring local instructors where possible, and developing an instructor training program. Partnerships with local businesses and industry, Aboriginal, territorial and federal governments and organizations will be built and enhanced in order to provide professional development opportunities for employees. Finally, local artists will be engages to share their knowledge of Traditional Crafts and other fields and skills.

Thebacha Campus

Now that a new coordinator has been hired, Continuing Education at Thebacha Campus is growing. More than 120 people completed Continuing Education classes at Thebacha Campus between February and June 2014. Courses included Standard First Aid, Class 5 Driver Training, Boating Safety,

Forestry Worker Assistant Program, WHMIS and TDG, as well as professional development courses such as QuickBooks, Verbal Judo, and Introductory Supervisory Skills.

Yellowknife North Slave Campus

Nearly 750 participants took advantage of workshops and classes through Continuing Education at Yellowknife North Slave Campus. Two offerings of the Leadership Certificate Program through Vancouver Community College (VCC) drew a total of 272 participants. Learners receive a certificate from VCC once they complete the 13 one-day workshops. Also popular was the Diploma in Supply Management, which attracted 72 participants. The program consists of four technical courses and six seminars; three students completed the requirements in 2013-14. Ninety students took part in the Project Management Program. Professional development courses such as Verbal Judo, Supervisory Skills, Time and Stress Management, Public Speaking, Effective Workplace Communications, and Effective Letter, Memo and Report Writing enticed another 159 participants. Other ongoing offerings included Essential Skills Practitioner through Douglas College and the PLAR program through Red River College.

School of Developmental Studies

Aurora Campus

In 2013-14, the Inuvik Learning Centre offered a full slate of Developmental Studies programs including the Teacher Education Program (TEP) Access, Nursing and Social Work Access, and ALBE. Fall staff and student orientation workshops were key components to a successful year. Inuvik had a number of students successfully completing Departmental Examinations for 30 level courses including English, Biology and Math. The Inuvik Caribou Outreach program relocated to Aurora Campus in September 2013 and delivered English 110, Math 110 and 120, English as a Second Language, computers for seniors and one-on-one tutoring, and beading workshops. Aurora Campus also offered a Trades Access II program.

Thebacha Campus

Thebacha Campus delivered ALBE and five Access programs, offering a wide range of courses from Literacy Outreach to Grade 12 level classes, such as English 150, English 160, Biology 30 and Math 30-2. In addition to their academics, the Trades Access students built a windowed shed that was donated to the Fort Smith Seniors' Centre. Approximately 45 learners wrote departmental exams. An English 150 learner created a video on teenage suicide that was shared in ALBE regional staff in-services, and is being used by other educational programs in the NWT as well. Instructors attended conferences

across the country, from Whitehorse, YT to Sydney, NS, returning with a wealth of knowledge, new connections and renewed enthusiasm for their profession. Two Thebacha DS instructors were singled out for special recognition in 2013-14. Bryan O'Hagen was honoured as the NWT Instructor of the Year at the Northern Adult Basic Education (NABE) conference in Yellowknife. Literacy Outreach Instructor Cherie Stewart received the Thebacha Campus Instructional Excellence award.

Yellowknife North Slave Campus

The Developmental Studies Program at Yellowknife Campus delivered courses in ALBE, Business Administration Access, Nursing Access, and Social Work Access. Evening courses were offered for English 30-1, English 30-2, Biology 30, and Math 30-1. Students also enrolled in several high school distance education courses with Alberta Learning. An on-the-land culture camp took place in September. Elders led activities such as canoeing, making dry fish, setting traps, storytelling, and cooking traditional foods. Students who were able spoke their own languages while conversing with Elders.

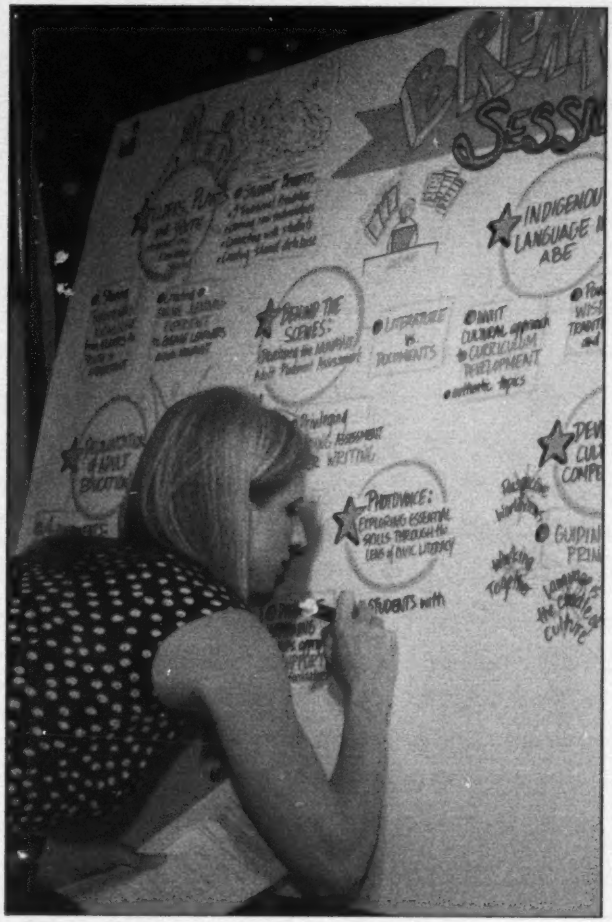
Two Yellowknife North Slave Campus Access students were the first at Aurora College to complete their NWT Senior Secondary Graduation Diploma (Grade 12) requirements through the Adult Recognition Model (ARM). The new Prior Learning Assessment and Recognition (PLAR) course was instrumental in the two students meeting the graduation requirements.

Community and Extensions Division

Northern Adult Basic Education (NABE) Program

The NABE Program is a multi-year agreement funded by the federal government, through the Canadian Northern Economic Development Agency (CanNor). NABE is designed to improve access to basic skills upgrades, including improved literacy and numeracy, so that working-age adults are better positioned to participate in the labour market.

Interm performance results for the NWT NABE Program for 2013-14 were positive: 95 percent of the outputs and outcomes were either fully completed or positive. Several of these outputs and outcomes have been significant in assisting Aurora College to increase the availability and quality of Adult Basic Education services in the NWT, and in trying to increase the use of those services by Aboriginal residents in the smaller NWT communities. The addition of the 6.4 full-time and 7.0 part-time person years to the ALBE system has improved overall system capacity: 63 percent of those additions are in the smaller communities. NABE has allowed the College to increase funding for community-based programming, both in terms of total dollars and the percentage allocation to the communities. Overall, NABE funding has allowed for an increase in the ALBE funding for communities from $3.21 million per year to $3.91 million per year.



Four NABE activities in 2013-14 have become strategic priorities for Aurora College: PLAR Pathways Project, Student Services Review, development of Microsoft SharePoint and replacement of the Student Record System. The first strategic priority has allowed the College to develop accredited pathways that will be relevant and approved by ECE and the College as part of the Adult Recognition Model. In June 2014, Aurora College and the Department of Education, Culture and Employment celebrated two of the first Northern adult learners to receive their NWT Senior Secondary Diploma through the Adult Recognition Model (ARM). In time, these accredited pathways will assist learners with their PLAR portfolios in order to apply to obtain their high school diplomas. The other three strategic priorities are improving services for students, improving and modernizing the business processes of the College, and working towards a new student registration and management information system for the College. In order to communicate the success of the NABE Program to a wider audience, the production of student success-story posters and videos (like the ones developed for the NABE Symposium) will be continued.

Student Support Services

Aurora College prides itself on the types and quality of supports provided to students.
Some of the many services provided by the Student Services Department are outlined below:

Admissions and Registration

The admissions/registration office at each campus is responsible for administering student admissions, registrations and course changes and maintaining student records. This office also issues marks, transcripts, certificates, diplomas, and all other documents of recognition.

Accommodation

Aurora College has single and family housing at all three campuses. The number and types of units are outlined in the table below.

Campus Location	Type of Units	Total Number of Units
Aurora Campus	Single	30 Units
	Family	34 Units
Thebacha Campus	Single	62 Units
	Family	66 Units
Yellowknife North Slave Campus	Single	16 Units
	Family	48 Units

Student Success Centres

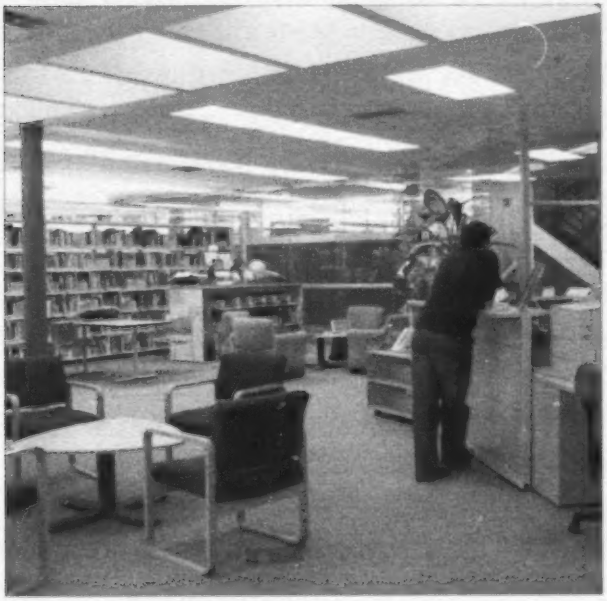
As part of an overall student success initiative, each of the Aurora College campuses has a Student Success Centre. These centres are equipped to assist students in achieving personal and academic success at the College. The Student Success Centres provide academic assistance to students in the form of tutoring, workshops and career counselling.

Counselling

Aurora College has trained counsellors at all three campuses to assist students with personal and other matters. In addition to one-on-one services, the counsellor offers workshops and presentations, assistance in finding on-line and community resources, and self-help materials.

Computer Labs

Aurora College students have access to modern, well-equipped computer labs at all three campuses. Most of the 23 Community Learning Centres also have computer labs and/or workstations. In addition, Aurora College students can establish a "myauroracollege" email account. This email service enables students and instructors to connect, and also provides an email address to students for their personal use.



Library Services

Aurora College maintains libraries at each of the three campuses and at the Aurora Research Institute. Libraries support students and staff with a full range of library services. Library collections across the three campuses include more than 25,000 books, periodicals, subscriptions, videos, Canadian and government documents, pamphlets, and CD-ROM and web-based resources. Internet access and interlibrary loan services are available at all campus locations.

Aurora Research Institute

Aurora Research Institute is the research division of Aurora College and is responsible for licensing, conducting and coordinating research in accordance with the NWT Scientists Act. ARI also promotes communication between researchers and the people of the land in which they work.

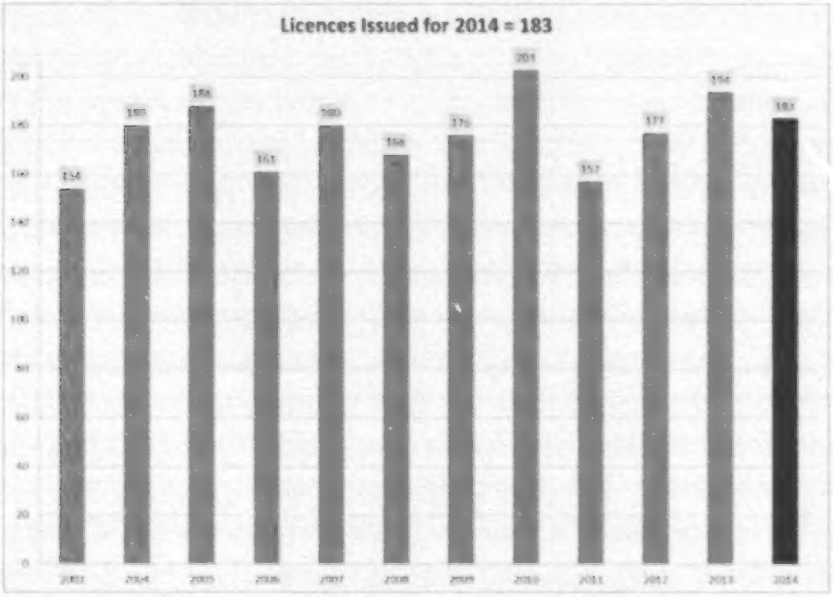
INUVIK RESEARCH LABORATORY

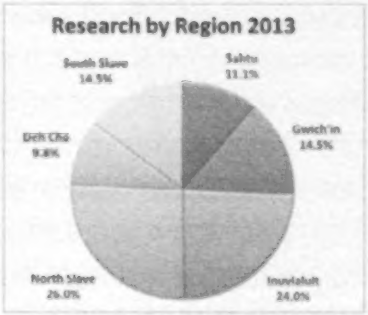
CELEBRATING 50 YEARS OF RESEARCH 1964-2014

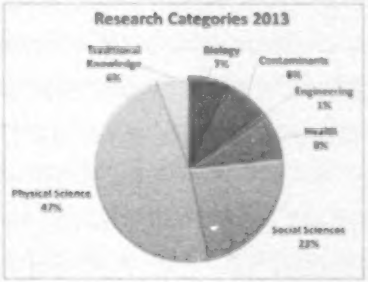
Since the Western Arctic Research Centre (WARC) opened in 2011, ARI has provided more than 6,000 user days of accommodations to visiting researchers, as well as in excess of 1,500 days of lab use and support for community meetings and speaker presentations in our conference room. WARC has also facilitated science outreach activities for day camps and school groups in the labs, and provided classroom space and field equipment in support of Aurora Campus academic programs.

The Aurora Research Institute focused the efforts of its team on supporting research projects in the North. Often highlighted for ARI are the number of research licences issued and facilities and logistics support provided at the Western Arctic Research Centre. This is often indicative of the level of research activity in the North in any given year. However, the research managers at ARI are also actively involved in ongoing research projects either as principal investigators or as part of various research teams. The research managers are physically located in the South Slave (Thebacha Campus), North Slave (Yellowknife North Slave Campus), and Beaufort-Delta (WARC) regions. Many also carry instructional duties as part of Aurora College post-secondary programs. Additionally, the research managers collaborate together to create opportunities for researchers to present at Aurora College to faculty and students as well as through many science and outreach activities.

At the North Slave Research Centre, the Manager of Health Research also instructs in the School of Health and Human Services. Some of the research projects in the area of health research that ARI has been involved in include themes such as intimate partner violence, breast feeding and quality of life for older adults. At the South Slave Research Centre, the Manager of the SSRC also instructs in the ENRTP and Bachelor of Education programs. Some of the research projects focused out of the SSRC includes themes such as water quality monitoring, biomonitoring and northern agriculture. At WARC, research managers and others are involved in projects including themes such as environmental monitoring, alternative energy, reclamation, and hydroecology. While not an exhaustive list of the research projects in which ARI is involved, it provides an understanding of the types of programs and activities happening at the Aurora Research Institute.


Licences Issued for 2014 = 183
154
185
188
161
183
168
176
201
157
177
194
183


Research by Region 2013
South Slave 14.5%
Sahtu 11.1%
Gwich'in 14.5%
Deh Cho 9.8%
North Slave 26.0%
Inuvialuit 24.0%


Research Categories 2013
Traditional Knowledge 6%
Biology 7%
Contaminants 8%
Engineering 1%
Health 8%
Physical Science 47%
Social Sciences 23%

Enrolments

Enrolments for the 2013-14 Academic Year are shown on the next page. 2012-13 enrolments are also provided for comparative purposes.

All enrolments are converted to Full Time Equivalents (FTEs) to allow for combining full and part time students into one overall count. One full time student is equal to one FTE and full time status is defined as taking at least six (6) courses in a program over an academic year. Part time students are converted to FTEs using a ratio of ten (10) courses to one FTE. Apprenticeship programs are an exception, and for these programs, four (4) courses equal one FTE.

Orientation acticities for students new to Thebacha Campus included a tour of the town of Fort Smith.

Student Enrolment by Campus

Campus	2013-14 Full Time Equivalents	2012-13 Full Time Equivalents
Aurora	235.9	221.3
Thebacha	460.5	388.7
Yellowknife North Slave	361.1	366.2
Total College	**1057.5**	**976.2**

Full Time Equivalent Students by Location by Program Division

Division	Aurora	Thebacha	Yellowknife North Slave	2013-14 FTE Totals	2012-13 FTE Totals
Developmental Studies	132.6	129.1	67.4	329.1	281.5
Trades, Apprenticeship & Industrial Training	27.6	171.4	53.7	252.7	169.9
School of Education	8.1	32.4	6.3	46.8	58.8
School of Health and Human Services	0.0	1.4	126.5	127.9	168
School of Business & Leadership	18.9	49.2	44.4	112.5	123.8
Arts and Science Programs	15.7	23.4	0.0	39.1	33.2
Career Development	28.1	53.6	62.8	144.5	137.6
Personal Development	4.9	0.0	0.0	4.9	3.4

Student Enrolment by Campus (student count)

Campus	Full Time Students	Part Time Students	2013-14 Total Students	2012-13 Total Students
Aurora	114	549	663	809
Thebacha	235	886	1,121	790
Yellowknife	186	830	1,016	900
Total College	**535**	**2,265**	**2,800**	**2,499**

(Source: Registrar - Student Records System)

AURORA COLLEGE
SPRING CONVOCATION
2014

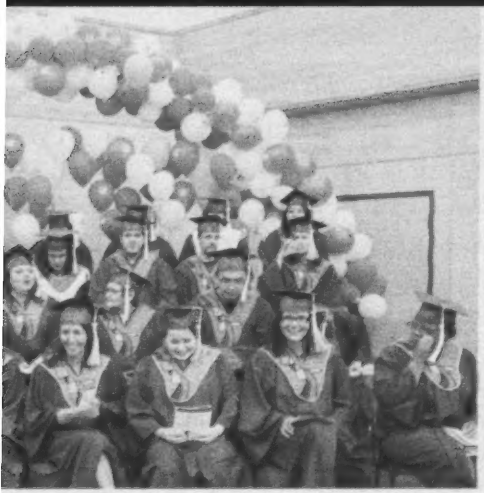
Graduates by School

School of Arts & Science
Environment & Natural Resources Technology Diploma – 9

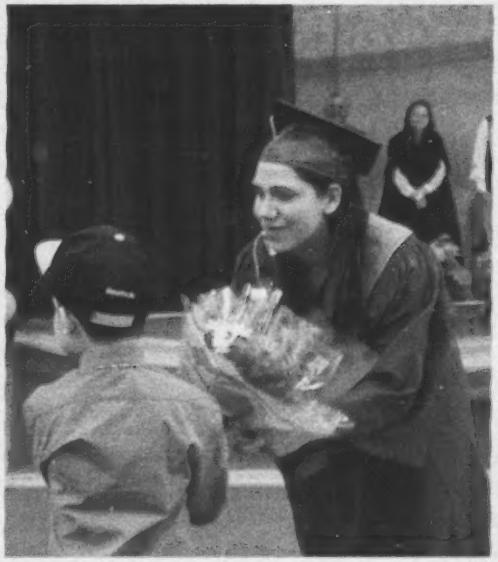
School of Business & Leadership
Business Administration Certificate – 9
Business Administration Diploma – 18
Office Administration Certificate – 4
Office Administration Diploma – 11

School of Education
Certificate in Adult Education – 2
Early Childhood Development Certificate – 1
Teacher Education Diploma – 4
Bachelor of Education – 6

School of Health & Human Services
Community Health Representative Certificate – 4
Personal Support Worker Certificate – 9
Social Work Diploma – 2
Bachelor of Science in Nursing – 12

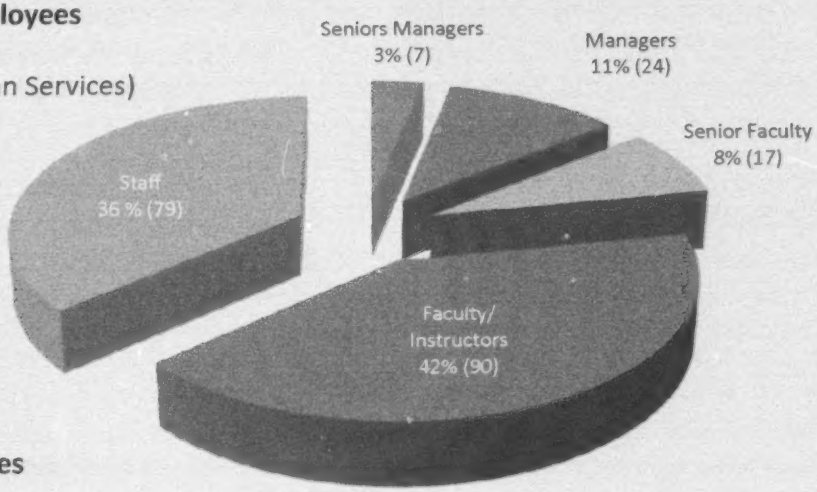


Apply today!

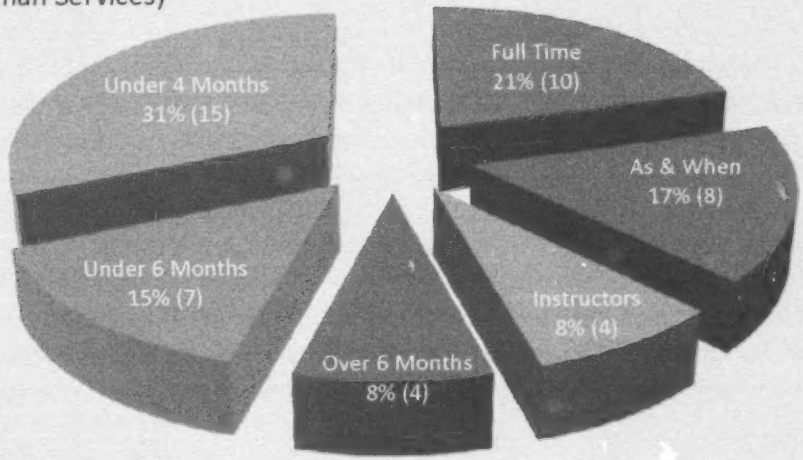


Supplementary Information

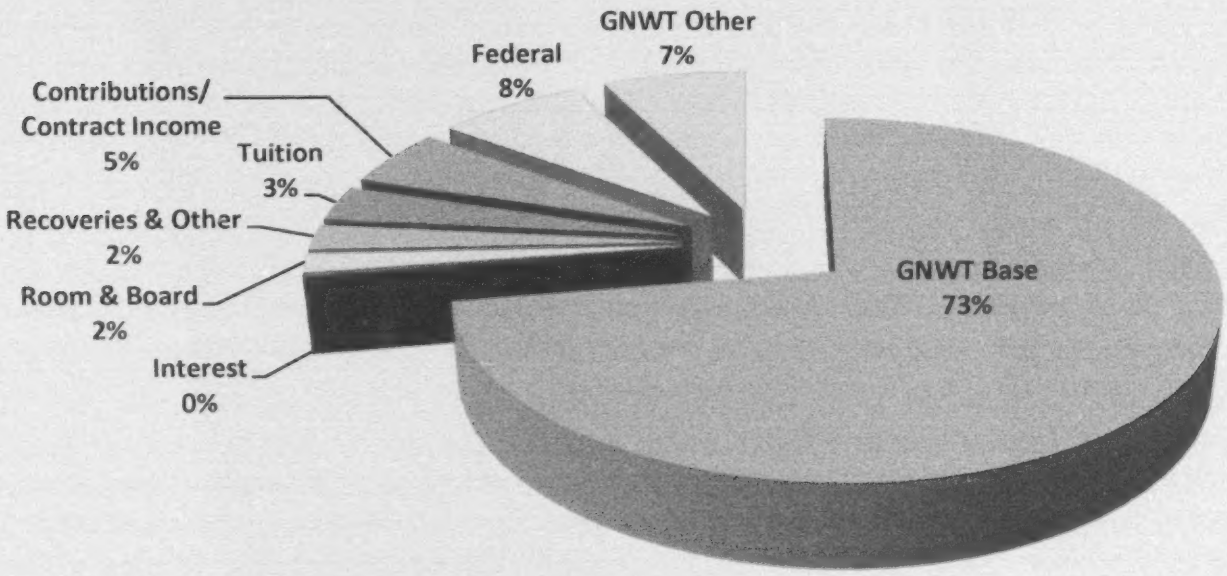
2013-14 Permanent Employees
By Role at June 30, 2014
(Source: Corporate Human Services)



2013-14 Casual Employees
at May 1, 2014
(Source: Corporate Human Services)



2013-14 Revenue by Source



AURORA COLLEGE

Audited Financial Statements

June 30, 2014

AURORA COLLEGE
MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of the Aurora College (the "College") and all information in this annual report are the responsibility of the College's management and have been reviewed and approved by the Board of Governors. The financial statements have been prepared in accordance with Canadian public sector accounting standards and include some amounts that are necessarily based on management's best estimates and judgment. Financial information presented elsewhere in the annual report is consistent with that contained in the financial statements.

In discharging its responsibility for financial reporting, management maintains and relies on financial and management control systems and practices which are designed to provide reasonable assurance that transactions are authorized and recorded, proper records are maintained, assets are safeguarded, and the College complies with applicable laws. These controls and practices ensure the orderly conduct of business, the timely preparation of reliable financial information and adherence to the College's statutory requirements and policies.

The Board of Governors is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises this responsibility through the Finance Committee of the Board, which is composed of a majority of members who are not employees of the College. The Finance Committee meets regularly with management and the external auditors. The external auditors also have full and free access to the Finance Committee.

The College's external auditor, the Auditor General of Canada, audits the financial statements and issues his report thereon to the Minister of Education, Culture and Employment.

J Arychuk

Jane Arychuk
President

C. Starling

Celestine Starling
Acting Director of Finance/Chief Financial Officer

Fort Smith, Canada
December 15, 2014

Auditor General of Canada
Vérificateur général du Canada

INDEPENDENT AUDITOR'S REPORT

To the Minister of Education, Culture and Employment

Report on the Financial Statements

I have audited the accompanying financial statements of Aurora College, which comprise the statement of financial position as at 30 June 2014, and the statement of operations and accumulated surplus, statement of change in net financial assets and statement of cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the financial statements present fairly, in all material respects, the financial position of Aurora College as at 30 June 2014, and the results of its operations, changes in its net financial assets, and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Report on Other Legal and Regulatory Requirements

As required by the *Financial Administration Act* of the Northwest Territories, I report that, in my opinion, the accounting principles in Canadian public sector accounting standards have been applied on a basis consistent with that of the preceding year.

Further, in my opinion, proper books of account have been kept by Aurora College and the financial statements are in agreement therewith. In addition, the transactions of Aurora College that have come to my notice during my audit of the financial statements have, in all significant respects, been in accordance with Part IX of the *Financial Administration Act* of the Northwest Territories and regulations, the *Aurora College Act* and regulations and the by-laws of Aurora College.

Guy LeGras, CA
Principal
for the Auditor General of Canada

16 December 2014
Edmonton, Canada

AURORA COLLEGE STATEMENT OF FINANCIAL POSITION

as at June 30, 2014 (in thousands of dollars)

	2014	2013
Financial assets		
Cash and cash equivalents (Note 4)	$ 8,202	$ 9,490
Accounts receivable (Note 5)	5,328	2,476
	13,530	11,966
Liabilities		
Accounts payable and accrued liabilities	1,808	1,862
Employee leave payable	1,767	1,565
Deferred project income	256	329
Due to the Government of the Northwest Territories	2,820	1,817
Employee future benefits (Note 6)	1,960	1,970
Professional development fund (Note 7)	1,961	1,907
	10,572	9,450
Net financial assets	**2,958**	2,516
Non-financial assets		
Prepaid expenses	425	638
Tangible capital assets (Note 8)	5,529	6,044
	5,954	6,682
Accumulated surplus (Note 9)	**$ 8,912**	$ 9,198

Contingent liabilities and commitments (Notes 12 and 13)
The accompanying notes are an integral part of the financial statements.

Approved by the Board:

Sydney O'Sullivan
Chairperson of the Board

Ethel Blondin-Andrew
Chairperson of the Finance Co

AURORA COLLEGE STATEMENT OF OPERATIONS AND ACCUMULATED SURPLUS

for the year ended June 30, 2014 (in thousands of dollars)

	2014		2013
	Budget	Actual	Actual
Revenues			
Government contributions (Note 10)	$ 30,952	$ 37,265	$ 37,324
Project income			
Territorial government	-	3,731	4,015
Other third parties	-	2,743	2,316
Federal government	-	3,836	3,319
Tuition fees	935	1,681	1,920
Recoveries and other	364	1,177	756
Room and board	764	873	896
Interest income	30	109	95
	33,045	51,415	50,641
Expenses			
Financial and accounting services	1,675	2,034	1,744
Pooled services	2,157	5,257	5,163
Student services	9,448	10,327	9,334
Education and training	11,782	20,452	19,972
Community and extensions	6,340	10,831	10,344
Aurora Research Institute	1,643	2,800	2,864
	33,045	51,701	49,421
Annual (deficit) surplus	-	(286)	1,220
Accumulated surplus at beginning of year	9,198	9,198	7,978
Accumulated surplus at end of year	$ 9,198	$ 8,912	$ 9,198

The accompanying notes are an integral part of the financial statements.

AURORA COLLEGE STATEMENT OF CHANGE IN NET FINANCIAL ASSETS

for the year ended June 30, 2014 (in thousands of dollars)

	2014 Budget	2014 Actual	2013 Actual
Annual (deficit) surplus	$ -	$ (286)	$ 1,220
Effect of change in tangible capital assets			
Acquisition of tangible capital assets	-	(446)	(370)
Disposal of tangible capital assets	-	4	16
Amortization of tangible capital assets	451	957	967
	451	515	613
Effect of change in other non-financial assets			
(Increase) decrease in prepaid expenses	-	213	(363)
Increase in net financial assets	451	442	1,470
Net financial assets at beginning of year	2,516	2,516	1,046
Net financial assets at end of year	**$ 2,967**	**$ 2,958**	**$ 2,516**

The accompanying notes are an integral part of the financial statements.

AURORA COLLEGE STATEMENT OF CASH FLOWS

for the year ended June 30, 2014 (in thousands of dollars)

	2014	2013
Operating transactions		
Cash receipts from Territorial Government	$ 35,661	$ 34,872
Cash receipts from students and other third parties	3,364	5,309
Cash receipts from Federal Government	3,836	3,319
Cash paid for compensation and benefits	(28,095)	(26,663)
Cash paid to suppliers	(15,717)	(14,319)
Interest received	109	95
Cash provided by (used in) operating transactions	(842)	2,613
Capital transactions		
Acquisition of tangible capital assets	(446)	(370)
Proceeds from disposal of tangible capital assets	-	16
Cash used in capital transactions	**(446)**	(354)
Increase (decrease) in cash and cash equivalents	**(1,288)**	**2,259**
Cash and cash equivalents at beginning of year	9,490	7,231
Cash and cash equivalents at end of year	**$ 8,202**	**$ 9,490**

The accompanying notes are an integral part of the financial statements.

1. AUTHORITY AND MANDATE

a) Authority and purpose

Aurora College ("College") was established under the *Aurora College Act* and is named as a territorial corporation under the *Financial Administration Act* of the Northwest Territories. The College is exempt from income taxes.

The College is a multi-campus institution designed to provide a wide variety of educational services to adult learners of the Northwest Territories (NWT). The programs are directed specifically to the northern environment and the needs of individual northerners, the workforce and northern communities. To accomplish this, courses and services are delivered at campuses and communities throughout the NWT. Through the work of the Aurora Research Institute, the College is responsible for the facilitation and preparation of research activity in the NWT.

b) Contributions from the Government of the Northwest Territories

The College receives contributions from the Government of the Northwest Territories (Government) as set out in the Government's Main Estimates and adjusted by supplementary appropriations. The contributions are to be utilized for the administration and delivery of the College's adult and post-secondary education programs in the NWT. The College is allowed to retain all surpluses and is responsible for all deficits.

The College is economically dependent upon the contributions received from the Government for its ongoing operations.

2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements have been prepared by management in accordance with Canadian public sector accounting standards ("PSAS"). The following is a summary of the significant accounting policies.

a) Measurement uncertainty

The preparation of financial statements in accordance with PSAS requires the College to make estimates and assumptions that affect the amounts of assets, liabilities, revenues and expenses reported in the financial statements. By their nature, these

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

a) Measurement uncertainty (continued)

estimates are subject to measurement uncertainty. The effect on the financial statements of changes to such estimates and assumptions in future periods could be significant, although, at the time of preparation of these statements, the College believes the estimates and assumptions to be reasonable. Some of the more significant management estimates relate to the allowance for doubtful accounts, employee future benefits, amortization, and revenues accruals.

b) Cash and cash equivalents

Cash and cash equivalents are comprised of bank account balances net of outstanding cheques and short term highly liquid investments that are readily convertible to cash. Cash equivalents are recorded at cost.

c) Tangible capital assets

Tangible capital assets transferred to the College when it was established were recorded at their estimated fair market value. Subsequent acquisitions are recorded at cost. Tangible capital assets are amortized over their estimated remaining useful lives on a straight-line basis at the following annual rates:

Mobile equipment	3 to 20 years
Building additions and renovations	20 years
Furniture and equipment	2 to 10 years
Leasehold improvements	over the remaining term of the lease

d) Employee future benefits

i) Pension benefits

All eligible employees participate in the Public Service Pension Plan (the "Plan") administered by the Government of Canada. The College's contributions reflect the full cost as employer. This amount is currently based on a multiple of an employee's required contributions and may change over time depending on the experience of the Plan. The College's contributions are expensed during the year in which the services are rendered and represent the total pension obligation of the College. The College is not currently required to make contributions with respect to any actuarial deficiencies of the Plan.

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

ii) Employee severance and removal benefits

Employees are entitled to severance benefits and reimbursement of removal costs, as provided under labour contracts and conditions of employment, based upon years of service. The benefits are paid upon resignation, retirement or death of an employee.

The cost of these benefits is accrued as employees render the services necessary to earn them. Termination benefits are also recorded when employees are identified for lay-off. The cost of the benefits has been determined based on management's best estimates using the expected compensation level and employee leave credits.

e) Government contributions

Government funding is recognized as revenue when the funding is authorized and all eligibility criteria are met, except to the extent that funding stipulations give rise to an obligation that meets the definition of a liability.

The College receives its annual appropriation from the Government on a monthly basis based on the approved yearly cash flow. These contributions are recognized as revenue in the period in which the funding relates once all eligibility criteria have been met and it has been authorized.

f) Government contributions – services received without charge

The Government provides certain services without charge to the College. The estimated value of these services are recognized as expenses with an offsetting credit to revenues in order to reflect the full cost of the College's operations in its financial statements.

g) General revenues

Tuition fees, room and board, interest income, and other income are recognized on an accrual basis as they are earned.

h) Project income and deferred project income

The College provides education and research services to private companies, federal and territorial government departments, agencies, and corporations through contractual

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

h) Project income and deferred project income (continued)

arrangements. Payments received under these contracts for which the development and delivery of courses and projects are not completed are recorded as deferred project income until completion in accordance with the stipulations of these agreements.

Revenue from federal and territorial government departments, agencies and corporations is recorded once the eligibility criteria are met; the payments are authorized, except to the extent that funding stipulations give rise to an obligation that meets the definitions of a liability.

i) Contract services

Contract services acquired by the College include printing services, food service contracts, instruction contracts, leases and rental agreements. These amounts are recognized as expenses in the year the services are rendered.

j) Contingent liabilities

A contingent liability is a potential liability which may become an actual liability when one or more future events occur or fail to occur. To the extent that the future event is likely to occur or fail to occur, and a reasonable estimate of the loss can be made, an estimated liability is accrued and an expense recorded. If the likelihood is not determinable or an amount cannot be reasonably estimated, the contingency is disclosed in the notes to the financial statements.

k) Prepaid expenses

Prepaid expenses are charged to expense over the periods expected to benefit from it.

l) Funds and reserves

Certain amounts, as approved by the Board of Governors, are set aside as reserves in accumulated surplus for future operating and capital purposes. Transfers to and from funds and reserves are recorded when approved.

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

m) Financial instruments

Financial instruments are identified by financial asset and financial liability classifications.

The College's financial assets include cash and cash equivalents and accounts receivable which are both measured at cost. Financial liabilities include accounts payable and accrued liabilities and due to Government of the Northwest Territories which are both measured at cost.

All financial assets are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the Statement of Operations and Accumulated Surplus. The allowance for doubtful accounts is based on management's best estimate of probable losses. The allowance is calculated based on a percentage of specific aged receivables where management believes an impairment has occurred. The allowance is shown as a reduction to accounts receivable. Management recommends write-offs of student accounts that are deemed uncollectible. Student and other receivables related to write-offs are submitted to the Board of Governors for their approval. Any write-offs greater than $20,000 must be submitted to the Financial Management Board for approval.

3. FUTURE ACCOUNTING CHANGES

Liability for Contaminated Sites, Section PS 3260

PSAB released Section PS 3260 – Liability for Contaminated Sites. This new Section establishes recognition, measurement and disclosure standards for liabilities relating to contaminated sites of governments and those organizations applying the CPA Canada Public Sector Accounting Handbook.

This Section is effective for fiscal periods beginning on or after April 1, 2014.

The College expects to adopt these standards for the year ending June 30, 2015 and is in the process of evaluating the impact of the transition on the financial statements.

4. CASH AND CASH EQUIVALENTS

	2014	2013
	(in thousands)	
Cash	$1,367	$ 651
Cash equivalents	6,835	8,839
	$ 8,202	$ 9,490

The College's cash balances are pooled with the Government of the Northwest Territories' surplus cash and are invested in a diversified portfolio of high-grade short term income producing assets. The cash can be withdrawn at any time and is not restricted by maturity dates on investments made by the Government of the Northwest Territories. The Department of Finance approves the eligible classes of securities, categories of issuers, limits and terms. All instruments, depending on their investment class, are rated R-2 High or better by the Dominion Bond Rating Service Ltd. The College's average annual investment yield for the year ended June 30, 2014 was 1.10% (2013 – 1.10%).

5. ACCOUNTS RECEIVABLE

	2014			2013
	(in thousands)			
	Accounts Receivable	Allowance	Net	Net
Project income:				
Government	$ 791	$ 68	$ 723	$ 707
Other	4,601	80	4,521	1,677
Students	260	176	84	92
Advances	-	-	-	-
	$ 5,652	$ 324	$ 5,328	$ 2,476

6. EMPLOYEE FUTURE BENEFITS

a) Pension benefits

The College and all eligible employees contribute to the Public Service Pension Plan (the "Plan"), a contributory defined benefit plan established through legislation and sponsored by the Government of Canada. Contributions are required by both the employees and the College. The President of the Treasury Board of Canada sets the required employer contributions based on a multiple of the employees' required contribution. The general contribution effective at year end was $1.45 (2013 - $1.64) for every dollar contributed by the employee, and $7.59 (2013 - $8.00) for every dollar contributed by the employee for the portion of the employee's salary above $155 thousand (2013 - $150.9 thousand).

For new employees who are participating in the Plan on or after January 1, 2013, the College contributes $1.43 (2013 - $1.57) for every dollar contributed by the employee, and $7.59 (2013 - $8.00) for every dollar contributed by the employee for the portion of the employee's salary above $155 thousand (2013 - $150.9 thousand).

The College's and employees' contributions to the Public Service Pension Plan for the year were as follows:

	2014	2013
	(in thousands)	
College's contributions	$ 2,618	$ 2,384
Employees' contributions	1,609	1,381
	$ 4,227	$ 3,765

b) Employee severance and removal benefits

The College provides severance benefits to its employees based on years of service and final salary. The College also provides removal assistance to eligible employees, as provided under labour contracts. This benefit plan is not pre-funded and thus has no assets, resulting in a plan deficit equal to the accrued benefit obligation. Future benefits will be paid out of future appropriations.

Information about the plan, measured as at the Statement of Financial Position date, is as follows:

6. EMPLOYEE FUTURE BENEFITS (continued)

b) Employee severance and removal benefits (continued)

	2014	2013
		(in thousands)
Accrued benefit obligation, beginning of year	$ 1,970	$ 1,859
Cost for the year	150	181
Benefits paid during the year	(160)	(70)
Accrued benefit obligation, end of year	$ 1,960	$ 1,970

7. PROFESSIONAL DEVELOPMENT FUND

Under collective agreements, the College is required annually to make available a specific amount of funding, against which approved instructor professional development expenses are charged. The balance represents the accumulated unspent amount of the College's obligation to instructors.

Information about the fund is as follows:

	2014	2013
		(in thousands)
Professional development fund, beginning of year	$ 1,907	$ 1,797
Contributions	450	442
Recovery of funds	-	17
Professional development paid during the year	(396)	(349)
Professional development fund, end of year	$ 1,961	$ 1,907

8. TANGIBLE CAPITAL ASSETS

June 30, 2014	Mobile equipment	Building additions and renovations
Cost		
Opening balance	$ 5,134	$ 1,991
Additions	178	-
Disposals	-	-
Closing balance	5,312	1,991
Accumulated amortization		
Opening balance	2,404	1,543
Amortization	235	100
Disposals	-	-
Closing balance	2,639	1,643
Net book value	**$ 2,673**	**$ 348**

Furniture and equipment	Leasehold improvements	2014 Total	2013 Total
$ 7,197	$ 2,385	$ 16,707	$ 16,353
80	188	446	370
(777)	(450)	(1,227)	(16)
6,500	2,123	15,926	16,707
4,952	1,764	10,663	9,696
508	114	957	967
(775)	(448)	(1,223)	-
4,685	1,430	10,397	10,663
$ 1,815	**$ 693**	**$ 5,529**	**$6,044**

9. ACCUMULATED SURPLUS

The accumulated surplus balance includes the net book value of tangible capital assets transferred to the College when it was established and the results of operations since that date. The following appropriations have been made from accumulated surplus:

	(in thousands)				
Reserves	**Balance, opening July 1, 2013**	**Net results of operations**	**Appropriated**	**Used in operations**	**Balance, ending June 30, 2014**
a) Mallik research reserve	$ 100	$ -	$ -	$ -	$ 100
b) Northern strategic research reserve	481	-	5	-	486
c) Program delivery	300	-	-	-	300
d) Research & development	130	-	55	(40)	145
e) HEO replacement & maintenance	140	-	-	-	140
f) Restricted donations	35	-		-	35
Total reserves	1,186	-	60	(40)	1,206
Operating surplus (deficit)	8,012	(286)	(60)	40	7,706
Total accumulated surplus	$ 9,198	$ (286)	$ -	$ -	$ 8,912

9. ACCUMULATED SURPLUS (continued)

a) Mallik research reserve

This appropriation was established from the surplus of the Methane Hydrate Research project to set funds aside to complete the scientific publishing.

b) Northern strategic research reserve

This appropriation was established from the surplus of the Methane Hydrate Research project to set funds aside for strategic research conducted in the north which will benefit northerners.

c) Program delivery

This appropriation is established to cover program costs contemplated in the annual Programs and Services Proposal prepared by the College, for which Government funding has not been approved. Allocations to and from this appropriation must be approved by the Board of Governors.

d) Research & development

This appropriation is established to help fund research and development of the Research Associate and Fellowship programs at the Aurora Research Institute (ARI). Annually all unencumbered ARI administration revenue after fulfillment of third party contracts is transferred to this appropriation. Use of the appropriation must be approved by the Research Advisory Council.

e) HEO (Heavy Equipment Operator) replacement & maintenance

This appropriation is established to help fund replacement and maintenance of the HEO program heavy equipment. Annually net equipment rental fees charged to the third party contractors for HEO courses are transferred to this appropriation. Use of the appropriation must be approved by the Board of Governors.

f) Restricted donations

From time to time, the College receives donations from individuals and corporations with conditions attached to them. In order to ensure that the wishes of the contributors are carried out, the donations are transferred to restricted donations until the conditions are met.

10. GOVERNMENT CONTRIBUTIONS

	2014	2013
	(in thousands)	
Operating contributions	$31,555	$30,225
Capital contributions	190	361
Services received without charge (Note 11)	5,520	6,738
	$37,265	$37,324

11. RELATED PARTIES

The College is related in terms of common ownership to all Government created departments, territorial corporations and public agencies. The College enters into transactions with these entities in the normal course of business at normal trade terms.

Accounts receivable and accounts payable

The College has Government receivables from tuition revenue, contract revenue and the base funding contribution. The College also owes funds to the Government from administrative agreements for facility operating and utility costs, employee benefits and other expenses.

	2014	2013
		(in thousands)
Accounts receivable (Note 5)	$ 791	$ 801
Amounts due to the Government	$ 2,820	$ 1,817

Revenues

Included in Recoveries and other revenues is $175 (2013 – nil) of Territorial government funding.

Expenses

Under the terms of administrative agreements, the Government charges for certain support services provided to the College. The College reimbursed the Government $1,134,000 (2013 – $926,000) for facility operating and utility costs, employee benefits and other expenses recorded in these statements.

Services received without charge

During the year, the College received without charge from the Government services including utilities $1,819,000 (2013 – $2,392,000) and repairs and maintenance $1,627,000 (2013 – $1,631,000).

11. RELATED PARTIES (continued)

Services received without charge (continued)

Payroll processing, insurance and risk management, legal counsel, construction management, records storage, computer operations, asset disposal, project management, and translation services were also provided to the College without charge. These services would have cost the College an estimated $367,000 (2013 - $334,000) based on the exchange amount confirmed by the related parties.

The College also receives from the Government, without any rental charges, the use of facilities for two of its campuses, certain student housing units and community learning centres. The use of these facilities would have cost the College an estimated $1,661,000 (2013 – $2,335,000) based on the Government's amortization expense for these assets.

The Government also pays for medical travel costs for the College. The medical travel costs paid by the Government on behalf of the College for the period amounted to $46,000 (2013 – $ 45,000).

These services without charge have been recognized as a government contribution – services received without charge (Note 10) and included in the following expenses:

	2014	2013
	(in thousands)	
Contract services	$ 367	$ 334
Repairs and maintenance	1,627	1,631
Building utilities	1,819	2,393
Building leases	1,661	2,335
Medical travel	46	45
	$ 5,520	$ 6,738

12. CONTINGENT LIABILITIES

The College is subject to claims and lawsuits arising in the ordinary course of operations. While the outcome of these matters is subject to future resolution, management's evaluation and analysis of such matters indicates that, individually and in the aggregate, the probable ultimate resolution of such matters will not have a material financial impact on the College's financial position, results of operations or liquidity.

13. COMMITMENTS

In addition to facilities provided by the Government, the College has operating leases and service agreements for student accommodation, classroom space, office equipment and other services and is committed to basic payments as follows:

	(in thousands)
2015	$ 5,098
2016	1,890
2017	1,361
2018	1,303
2019	1,186
2020	534
	$ 11,372

14. FINANCIAL RISK MANAGEMENT

The College's financial instruments consist of cash and cash equivalents, accounts receivable, accounts payable and accrued liabilities, due to Government of the Northwest Territories and are measured at cost. The Corporation has exposure to the following risks from its use of financial instruments:

a) Liquidity risk

Liquidity risk is the risk that an entity will encounter difficulty in meeting its obligations associated with its financial liabilities. The College manages its liquidity risk by regularly monitoring forecasted and actual cash flows. The College does not believe that it will encounter difficulty in meeting its future obligations associated with its financial liabilities.

b) Credit risk

The College is exposed to credit risk on its cash and cash equivalents and accounts receivable.

14. FINANCIAL RISK MANAGEMENT (continued)

Cash and cash equivalents

Credit risk on cash and cash equivalents arises from the possibility that the counterparty to the instrument fails to meet their obligations. In order to manage this risk, the College deals with senior Canadian chartered banks for its cash. The College's cash equivalents are invested by the Government of the Northwest Territories in high quality short term income producing investments. The maximum exposure to credit risk is $8,202,000 (2013 - $9,490,000).

Accounts receivable

Credit risk on accounts receivable arises from the possibility that the customer fails to meet their obligations. This risk is influenced by the type of debtor and at 30 June 2014 the College's debtors are the Government of the Northwest Territories, students, and others.

In order to manage this risk, the College monitors the age of accounts receivable and initiates collection action. Credit exposure is minimized by dealing mostly with creditworthy counterparties such as government agencies and the College also enforces approved collection policies for student accounts. The maximum exposure to credit risk is $5,328,000 (2013 - $2,476,000).

At 30 June 2014 there are accounts receivable past due but not impaired. These amounts for students are: 31-60 days $18,000; 61-90 days $12,000; and over 90 days $19,000. These amounts for the Government and for other parties are shown below.

	91-365 days	1 to 2 years	over 2 years
Territorial government	$241,000	$3,000	Nil
Other third parties	$583,000	$27,000	Nil
Federal government	$2,171,000	$4,000	Nil

The College establishes an allowance for doubtful accounts that reflects the estimated impairment of accounts receivable. The allowance is based on specific amounts and is determined by considering the College's knowledge of the financial condition of customers, the aging of accounts receivable, current business condition and historical experience.

14. FINANCIAL RISK MANAGEMENT (continued)

c) Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. The College is exposed to interest rate risk in that changes in market interest rates will cause fluctuations in the interest revenue from cash equivalents. This risk is not significant due to the short terms to maturity of cash equivalents.

Although management monitors exposure to interest rate fluctuations, it does not employ any interest rate management policies to counteract interest rate fluctuations.

The College is not exposed to significant currency or other price risks.

15. FAIR VALUE OF FINANCIAL ASSETS AND LIABILITIES

The fair values of the cash and cash equivalents, accounts receivable, accounts payable and accrued liabilities and due to Government of the Northwest Territories approximate their carrying amounts because of the short term to maturity.

16. SEGMENT DISCLOSURE

The College is a multi-campus institution designed to provide a wide variety of educational services to adult learners of the Northwest Territories (NWT). For management reporting purposes the College's operations and activities are organized and reported by funds. Funds were created for the purpose of recording specific activities to attain certain objectives in accordance with the budget, strategy and work plan, restrictions or limitations. The College's services are provided by departments and their activities are reported in these funds.

Certain departments that have been separately disclosed in the segmented information, along with the services they provide, are as follows:

Finance and accounting
Finance's role is to ensure the long term viability of the College including the preparation and controls over the budgets, financial reporting, the implementation and oversight of financial controls, and management of the cash flows. Finance includes the functioning of the head office and regional offices.

16. SEGMENT DISCLOSURE (continued)

Pooled services
This represents College wide expenditures which are required for the global operation. These represent allocation of costs related to professional development, amortization, cost of employee future benefits, and costs for the President's Office. The Office of the President includes services related to the operations of the College, plus communications and public relations. The Office of the President is mandated to manage the daily operations of the College, pursue its missions and vision, and develop and implement a strategic plan to ensure the long term success of the College.

Student services
Student services include Fort Smith, Yellowknife, and Inuvik locations facilities and the registrar and regional admission offices.

Education and training
Education and training includes the vice-president education and training, school of trades, school of education, school of business and leadership, school of health and human services, school of arts and science, information systems and technology, and the library.

Community and extensions
Community and extensions represents special programs and additional resources provided to the communities through the College. This includes the school of developmental studies, the Beaufort Delta region, the Sahtu region, the Dehcho region, the Tlicho region, and the Akaitcho and South Slave region.

Aurora Research Institute
Through the work of the Aurora Research Institute, the College is also responsible for the facilitation and preparation of research activity in the NWT.

Aurora College Segmented disclosures June 30, 2014

For the period ended June 30, 2014	Financial and accounting (in thousands)	Pooled services ** (in thousands)	Student services (in thousands)	Education and training (in thousands)	Community and extensions (in thousands)
Revenues					
Government contributions	$ 1,645	$ 4,835	$ 8,663	$ 13,831	$ 6,706
Project income					
Territorial government	-	-	93	2,725	802
Other third parties	-	-	84	2,206	147
Federal government	-	-	-	182	3,064
Tuition fees	-	-	71	1,108	502
Recoveries and other	175	700	37	88	51
Room and board	-	-	795	-	-
Interest income	109	-	-	-	-
	1,929	5,535	9,743	20,140	11,272
Expenses					
Compensation and benefits	1,780	1,138	4,349	12,478	8,071
Building leases	-	-	4,933	1,676	9
Materials and supplies	18	395	173	810	254
Utilities	-	-	198	1,832	1
Contract services	35	392	82	675	661
Repairs and maintenance	1	1,627	230	273	68
Small equipment	3	6	138	423	151
Fees and payments	56	558	52	611	172
Travel and accommodation	71	132	58	491	499
Professional services	2	2	16	986	788
Amortization of tangible capital assets	-	957	-	-	-
Communication, postage and freight	68	50	98	197	157
	2,034	5,257	10,327	20,452	10,831
Annual surplus (deficit)	$ (105)	$ 278	$ (584)	$ (312)	$ 441

** Pooled Services includes the revenues and expenses for the President's Office

continued

Aurora Research Institute (in thousands)	2014 Total (in thousands)	2014 Budget (in thousands)	2013 Total (in thousands)
$ 1,585	$ 37,265	$ 30,952	$ 37,324
111	3,731	-	4,015
306	2,743	-	2,316
590	3,836	-	3,319
-	1,681	935	1,920
126	1,177	364	756
78	873	764	896
-	109	30	95
2,796	51,415	33,045	50,641
1,701	29,517	22,367	27,049
-	6,618	4,933	6,750
46	1,696	1,384	1,516
8	2,039	178	2,542
523	2,368	1,248	2,077
22	2,221	-	2,439
33	754	160	478
143	1,592	1,282	1,616
129	1,380	618	1,341
84	1,878	-	1,900
-	957	451	967
111	681	424	746
2,800	51,701	33,045	49,421
$ (4)	$ (286)	$ -	$ 1,220